UNITED
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Economic and Social
Council

Distr.
GENERAL

E/CN.4/Sub.2/AC.4/1999/1
20 May 1999

Original: ENGLISH

COMMISSION ON HUMAN RIGHTS

Sub-Commission on Prevention of
Discrimination and Protection
of Minorities
Working Group on Indigenous Populations
Seventeenth session
26-30 July 1999

PROVISIONAL AGENDA

1. Election of officers.

2. Adoption of the agenda.

3. Organization of the work of the session.

4. Review of developments pertaining to the promotion and protection of human rights and fundamental freedoms of indigenous people: general statements.

5. Principal theme: Indigenous peoples and their relationship to land:

   (a) Presentation of the second progress report of the Special Rapporteur of the Sub-Commission on indigenous peoples and their relationship to land.

6. Indigenous peoples and health: follow-up and recent developments.

7. Standard-setting activities including possible guidelines for private sector energy and mining concerns.

8. Consideration of the final report of the Special Rapporteur of the Sub-Commission on treaties, agreements and other constructive arrangements between States and indigenous populations.

9. Consideration of the report of the ad hoc working group on a permanent forum for indigenous people.

GE.99-13444 (E)

10. International Decade of the World's Indigenous People:

    (a) Voluntary Fund for the International Decade of the World's Indigenous People and report of the Advisory Group;

    (b) Comments and proposals relating to the mid-point review of the Decade;

    (c) Consideration of the report on the workshop on research and higher education institutions and indigenous people.

11. Participation in the preparatory work of the World Conference to Combat Racism and Racial Discrimination.

12. Other matters:

    (a) Report on activities undertaken by UNESCO;

    (b) Meeting and seminars;

    (c) Voluntary Fund for Indigenous Populations.

13. Adoption of the report of the Working Group on its seventeenth session.

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8 June 1999

Original: ENGLISH

COMMISSION ON HUMAN RIGHTS

Sub-Commission on Prevention of
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of Minorities
Working Group on Indigenous Populations
Seventeenth session
26-30 July 1999

ANNOTATIONS TO THE PROVISIONAL AGENDA

Prepared by the Secretary-General pursuant to the request of the Working Group on Indigenous Populations at its sixteenth session

1. Election of officers

1. Rule 23 of the rules of procedure of the functional commissions of the Economic and Social Council provides that, unless the Commission decides otherwise, its subsidiary organs shall elect their own officers.

2. Adoption of the agenda

2. Rule 7 of the rules of procedure provides that the agenda shall be adopted at the beginning of each session, after the election of officers, on the basis of the provisional agenda. The provisional agenda for the present session of the Working Group on Indigenous Populations, as drafted in consultation with the Chairperson-Rapporteur, Ms. Erica-Irene Daes, is contained in document E/CN.4/Sub.2/AC.4/1999/1.

3. The provisional agenda for the seventeenth session of the Working Group contains the following substantive items: "Review of developments pertaining to the promotion and protection of the rights and fundamental freedoms of indigenous people: general statements"; "Principal theme: Indigenous peoples

and their relationship to land" and the sub-item on "The second progress report of the Special Rapporteur of the Sub-Commission on indigenous peoples and their relationship to land"; "Indigenous peoples and health: follow up and recent developments"; "Standard-setting activities including possible principles and guidelines for private sector energy and mining concerns"; "Consideration of the final report of the Special Rapporteur of the Sub-Commission on treaties, agreements and other constructive arrangements between States and indigenous populations"; "Consideration of the report of the ad hoc working group on a permanent forum for indigenous people"; "International Decade of the World's Indigenous People" including sub-items on the "Voluntary Fund for the International Decade of the World's Indigenous People", "Comments and proposals relating to the mid-point review of the Decade" and "Consideration of the report on the workshop on research and higher education institutions and indigenous people"; "Participation in the preparatory work of the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance"; "Other matters".

3. Organization of work

4. At its sixteenth session the Working Group welcomed the invitation by the Director-General of UNESCO to hold its seventeenth session at UNESCO headquarters in Paris. The Working Group decided not to take a final decision on the matter and recommended that indigenous delegations inform the Working Group and the High Commissioner of their views. Information received from indigenous delegations on this matter is contained in document E/CN.4/Sub.2/AC.4/1999/2.

5. The attention of the Working Group is drawn to the provisional agenda and the need to complete its discussion of the substantive items within the five working days allotted. At previous sessions, the Chairperson-Rapporteur has set strict time limits in order to ensure that all participants wishing to make a statement are given the opportunity to do so. Such time limits will again be necessary in order to ensure that all items of the agenda are comprehensively discussed.

4. Review of developments: general statements

6. In accordance with the mandate established under Economic and Social Council resolution 1982/34, the Working Group is authorized to review developments pertaining to the promotion and protection of human rights and fundamental freedoms of indigenous populations, including information requested by the Secretary-General annually from Governments, specialized agencies, regional intergovernmental organizations and non-governmental organizations in consultative status, particularly those of indigenous populations, to analyse such materials, and to submit its conclusions to the Sub-Commission, bearing in mind the final report of the Special Rapporteur of the Sub-Commission, Mr. José R. Martínez Cobo, entitled "Study of the problem of discrimination against indigenous populations" (E/CN.4/Sub.2/1986/7 and Add.1-4).

7. The item on the agenda reviewing developments affecting indigenous peoples provides invaluable information to members of the Working Group. The information provided is considered by them as strengthening ongoing efforts of

the United Nations system to recognize, promote, protect and restore the rights of indigenous peoples. In its resolution 1999/51 of 27 April 1999, the Commission on Human Rights urged the Working Group to continue its comprehensive review of developments and of the diverse situations and aspirations of the world's indigenous people. However, it may be noted that the Working Group is not a chamber of complaints and cannot act upon specific allegations concerning violations of human rights.

5. Principal theme: indigenous peoples and their relationship to land

8. At its sixteenth session, the Working Group decided to include on its agenda an item on indigenous peoples and their relationship to land. In its resolution 1998/23, the Sub-Commission endorsed the decision of the Working Group. In addition to the general discussion under this item, the Working Group will also consider the second progress report of the Special Rapporteur of the Sub-Commission on indigenous peoples and their relationship to land contained in document E/CN.4/Sub.2/1999/18.

6. Indigenous peoples and health: follow up and recent developments

9. At its sixteenth session, the Working Group decided to retain as a separate item of its agenda the theme of indigenous peoples and health.

7. Standard-setting activities

10. Under the mandate established by the Economic and Social Council in its resolution 1982/34 of 7 May 1982, the Working Group is authorized to meet to "give special attention to the evolution of standards concerning the rights of indigenous populations". At its fourth session, in 1985, the Working Group under this item of its agenda decided that it should aim at producing as a first formal step a draft declaration on indigenous rights. At that session, seven principles were drafted in preliminary wording (E/CN.4/Sub.2/1985/22, annex II). As in previous years, the report of the Working Group was transmitted to Governments, intergovernmental and non-governmental organizations and indigenous organizations. Comments on the draft principles were requested from these interested parties. It may be noted that every year since 1985, the draft declaration as prepared by the Chairperson-Rapporteur of the Working Group, Ms. Erica-Irene Daes, has been transmitted by the Secretary-General to Governments, intergovernmental and non-governmental organizations and indigenous organizations, requesting their proposals, suggestions and comments. At its fifth session, in 1987, the Working Group adopted 14 draft principles in preliminary wording (E/CN.4/Sub.2/1987/22, annex II). The Chairperson-Rapporteur was entrusted with the task of preparing a set of draft principles and preambular paragraphs for insertion into a future declaration. This working paper was adopted as a preliminary draft declaration and formed the basis of discussions at the sixth session of the Working Group, in 1988 (E/CN.4/Sub.2/1988/25). The Working Group recommended that the Chairperson-Rapporteur prepare a first revised text of the draft declaration based on comments made during the Working Group's sixth session and the written observations received from Governments, intergovernmental and non-governmental organizations and indigenous organizations (E/CN.4/Sub.2/1988/24, annex II).

11. At its seventh session in 1989, the Working Group had before it an analytical compilation of comments received and a first revised text of the draft declaration prepared by the Chairperson-Rapporteur (E/CN.4/Sub.2/1989/33/Add.1). This allowed for a discussion of the draft declaration article by article (E/CN.4/Sub.2/1989/36, paras. 61-92). At the eighth session of the Working Group, in 1990, it was decided to establish three informal drafting groups to continue the elaboration of the draft declaration. The draft that was prepared by the Working Group at its 1990 session was based on the text of the first revised draft declaration and the analytical commentary prepared by the Chairperson-Rapporteur and the discussions carried out in the informal drafting groups (E/CN.4/Sub.2/1990/42 and annexes). The Chairperson-Rapporteur was, once again, invited to revise the draft declaration on the basis of these comments and the written observations of Governments, intergovernmental and non-governmental organizations and indigenous organizations for presentation at the ninth session of the Working Group.

12. At its ninth session in 1991, the Working Group considered the working paper of the Chairperson-Rapporteur (E/CN.4/Sub.2/1991/36). Further discussions of the preambular and operative paragraphs of the draft declaration took place and the text was agreed upon by members of the Working Group (E/CN.4/Sub.2/1991/40, annex II). The Chairperson-Rapporteur was entrusted with the preparation of a working paper based on written suggestions provided by Governments and indigenous organizations. At its tenth session, in 1992, the Working Group had before it a revised working paper prepared by the Chairperson-Rapporteur containing the draft declaration (E/CN.4/Sub.2/1992/28). On the basis of the text before the session, the Working Group completed a preliminary reading of the preambular and operative paragraphs and began a second reading (E/CN.4/Sub.2/1992/33). The Working Group recommended that the draft declaration as revised by the Chairperson-Rapporteur on the basis of the comments made during its session as well as the information received from interested parties be presented to the Working Group at its eleventh session.

13. At its eleventh session, in 1993, the Working Group had before it the working paper of the Chairperson-Rapporteur (E/CN.4/Sub.2/1993/26). Further elaborations of the draft declaration were made by members of the Working Group during the session (E/CN.4/Sub.2/AC.4/1993/CRP.4). The Working Group completed the second reading of the draft declaration and agreed upon a text (E/CN.4/Sub.2/1993/29, annex I). In its resolution 1993/46 of 26 August 1993, the Sub-Commission on Prevention of Discrimination and Protection of Minorities decided to postpone until its forty-sixth session consideration of the draft declaration; it requested the Secretary-General to submit the draft declaration to the appropriate services within the Centre for Human Rights for technical revision; it also requested the Secretary-General to transmit the text of the draft declaration to indigenous peoples and organizations, Governments and intergovernmental and non-governmental organizations.

14. At its twelfth session, in 1994, the Working Group had before it the technical review by the Centre for Human Rights (E/CN.4/Sub.2/1994/2) and the draft declaration as agreed upon by members of the Working Group at its eleventh session (E/CN.4/Sub.2/1994/2/Add.1). In accordance with the decision taken at its eleventh session, the Working Group heard general comments on the

draft declaration, it being understood that these would not lead to any changes in the text of the draft declaration. At its forty-sixth session, the Sub-Commission on Prevention of Discrimination and Protection of Minorities, in its resolution 1994/45 of 26 August 1994, adopted the draft United Nations declaration on the rights of indigenous peoples agreed upon by members of the Working Group without a vote and decided to submit it to the Commission on Human Rights at its fifty-first session. In its resolution 1995/32 of 3 March 1995, the Commission decided to recommend to the Economic and Social Council to establish an open-ended inter-sessional working group with the sole purpose of elaborating a draft declaration, considering the draft submitted by the Sub-Commission. The Commission also invited applications from organizations of indigenous people not in consultative status with the Economic and Social Council interested in participating in the working group. Such organizations were requested to send particulars of their organization to the Coordinator of the International Decade of the World's Indigenous People, who would consult with the Government concerned and transmit the information to the Committee on Non-Governmental Organizations of the Economic and Social Council for consideration and possible approval. The fourth session of the working group of the Commission on Human Rights to review the "Draft United Nations declaration on the rights of indigenous peoples" was held from 30 November to 11 December 1998. The report of the working group is contained in document E/CN.4/1999/82.

15. At its thirteenth session, the Working Group had before it a note by the Chairperson-Rapporteur containing certain criteria which might be applied when considering the concept of indigenous peoples (E/CN.4/Sub.2/AC.4/1995/3). At its forty-seventh session, the Sub-Commission, in its resolution 1995/38 of 24 August 1995, requested that the Chairperson-Rapporteur be entrusted with the preparation of a working paper on the concept of "indigenous people". The working paper (E/CN.4/Sub.2/AC.4/1996/2) was available at the fourteenth session of the Working Group. At its forty-eighth session, the Sub-Commission, in its resolution 1996/31 of 29 August 1996, requested the Chairperson-Rapporteur to prepare a supplementary note on the concept of "indigenous people". The above-mentioned note (E/CN.4/Sub.2/AC.4/1997/2) was available at the fifteenth session of the Working Group.

16. At its sixteenth session, the Working Group decided to discuss under this item of the agenda possible guidelines for private sector energy and mining concerns.

8. Study on treaties, agreements and other constructive arrangements between States and indigenous populations

17. At its fifth session, in 1987, the Working Group recommended to the Sub-Commission on Prevention of Discrimination and Protection of Minorities the appointment of Mr. Miguel Alfonso Martínez as special rapporteur to prepare a study on the treaties formerly concluded with indigenous peoples in various parts of the world. In its resolution 1987/17 of 2 September 1987, the Sub-Commission endorsed the recommendation and requested Mr. Alfonso Martínez to draft the general outline of such a study. The Commission on Human Rights, in its resolution 1988/56 of 9 March 1988, recommended to the Economic and Social Council that it authorize the

appointment of Mr. Alfonso Martínez as Special Rapporteur with the mandate of preparing an outline on the possible purposes, scope and sources of a study to be conducted on the potential utility of treaties, agreements and other constructive arrangements between indigenous populations and Governments for the purpose of ensuring the promotion and protection of the human rights and fundamental freedoms of indigenous populations. On 27 May 1988, the Economic and Social Council adopted decision 1988/134 by which it authorized the appointment of the Special Rapporteur with the mandate of preparing the outline.

18. The outline of the aforementioned study was presented to the Sub-Commission in 1988 (E/CN.4/Sub.2/1988/24/Add.1). In its resolution 1988/20 of 1 September 1988, the Sub-Commission endorsed the outline and requested authorization of the Commission on Human Rights and the Economic and Social Council to proceed with the study. The Commission endorsed the recommendations in its resolution 1989/41 of 6 March 1989 and the Economic and Social Council authorized the study and confirmed the appointment of the Special Rapporteur in its resolution 1989/77 of 24 May 1989.

19. The Special Rapporteur presented a working paper and two questionnaires he had prepared to the Working Group at its eighth session in 1990 (E/CN.4/Sub.2/1990/42, annex VI). The information which could be provided through the questionnaires was considered by the Special Rapporteur as vital to the study. The Sub-Commission, in its resolution 1990/28, requested the Secretary-General to submit the working paper and questionnaires to Governments and indigenous organizations for their comments. A preliminary report of the Special Rapporteur was presented to the Working Group at its ninth session, in 1990, and to the Sub-Commission at its forty-third session (E/CN.4/Sub.2/1991/33). The Sub-Commission adopted decision 1991/111 of 29 August 1991 requesting that the questionnaires be submitted once again to Governments and indigenous organizations and endorsing the recommendation of the Special Rapporteur that a progress report be prepared for its forty-fourth session in 1992.

20. A first progress report was submitted to the Working Group at its tenth session and the Sub-Commission at its forty-fourth session in 1992 (E/CN.4/Sub.2/1992/32). In its decision 1992/110 of 27 August 1992, the Sub-Commission requested the Secretary-General to transmit the two questionnaires to Governments and indigenous organizations and requested the Special Rapporteur to present a second progress report to the Working Group at its twelfth session and the Sub-Commission at its forty-fourth session. In its decision 1993/110 of 26 August 1993, the Sub-Commission welcomed the discussions held at the eleventh session of the Working Group and reiterated its request to the Special Rapporteur to submit a second progress report. However, the Special Rapporteur was not able to present his second progress report as expected. The Sub-Commission, in its decision 1994/116 of 26 August 1994, recommended that the Special Rapporteur submit his second progress report to the Working Group at its thirteenth session and to the Sub-Commission at its forty-seventh session.

21. The second progress report of the Special Rapporteur was presented to the thirteenth session of the Working Group and the forty-seventh session of the Sub-Commission (E/CN.4/Sub.2/1995/27). The Sub-Commission, in its

decision 1995/118 of 24 August 1995, welcomed the second progress report of the Special Rapporteur and decided to request him to submit a third progress report to the Working Group at its fourteenth session and to the Sub-Commission at its forty-eighth session. The third progress report of the Special Rapporteur (E/CN.4/Sub.2/1996/23) was submitted to the forty-eighth session of the Sub-Commission.

22. In accordance with Sub-Commission decision 1995/118 of 24 August 1995, the Special Rapporteur undertook a mission to New Zealand to examine in situ the contemporary significance of a historic treaty in one country as a practical example for inclusion in the final report. In its decision 1996/118 of 29 August 1996, the Sub-Commission requested the Special Rapporteur to submit his final report in time for it to be considered by the Working Group at its fifteenth session. For reasons beyond his control, the Special Rapporteur was unable to present his final report as requested. In its decision 1997/110, the Sub-Commission took note of the Special Rapporteur's explanation and urged him to submit his final report so as to allow it to be discussed at the sixteenth session of the Working Group and for consideration by the Sub-Commission at its fiftieth session.

23. At the sixteenth session of the Working Group, the final report was available only in an unedited English version and the Working Group decided to consider the revised final report at its seventeenth session. In its decision 1998/107 of 21 August 1998, the Sub-Commission requested the Special Rapporteur to submit his final report, including any revisions that might be introduced, at the Working Group's seventeenth and the Sub-Commission's fifty-first sessions. The final report of the Special Rapporteur is contained in document E/CN.4/Sub.2/1999/20.

9. Consideration of the report of the ad hoc working group on a permanent forum for indigenous people

24. In the Vienna Declaration and Programme of Action the World Conference on Human Rights recommended that the establishment of a permanent forum for indigenous people in the United Nations system be considered (Part II, para. 32). The General Assembly, in its resolution 48/163, requested the Commission on Human Rights at its fiftieth session to give the proposal its priority consideration. The Commission, in its resolution 1994/28 of 4 March 1994, requested the Assistant Secretary-General for Human Rights to invite Governments and indigenous organizations to give their views on this matter and transmit contributions received to the Working Group, together with a technical note addressing institutional issues.

25. At the twelfth session of the Working Group, a technical note (E/CN.4/Sub.2/AC.4/1994/11) was prepared by the secretariat and comments received from Governments and indigenous organizations were contained in addenda to the document. The Chairperson-Rapporteur of the Working Group also submitted a note on the permanent forum (E/CN.4/Sub.2/AC.4/1994/13) and made further suggestions for guidelines which are contained in the annex to the report of the Working Group on its twelfth session (E/CN.4/Sub.2/1994/30). The Sub-Commission, in its resolution 1994/50 of 26 August 1994, recommended that the Centre for Human Rights organize a workshop on a possible permanent forum. This recommendation was endorsed by the Commission in

its resolution 1995/30 of 3 March 1994 and the workshop was requested to report on the outcome to the thirteenth session of the Working Group. The Centre for Human Rights organized a workshop at the invitation of the Government of Denmark and the Greenland Home Rule Government in Copenhagen from 24 to 28 June 1995. The report on the workshop on a permanent forum for indigenous people (E/CN.4/Sub.2/AC.4/1995/7) was submitted to the Working Group at its thirteenth session.

26. The General Assembly, in its resolution 50/157, welcomed the report on the workshop and recommended that the Secretary-General undertake a review, in close consultation with Governments and taking into account the views of indigenous people, of the existing mechanisms, procedures and programmes within the United Nations concerning indigenous people, and report to the General Assembly at its fifty-first session. The Assembly also recommended that the Commission on Human Rights, drawing on the results of the review, consider the convening of a second workshop.

27. In its resolution 1997/30 of 11 April 1997, the Commission on Human Rights requested the High Commissioner/Centre for Human Rights to convene the second workshop on a permanent forum. In cooperation with the Government of Chile, the High Commissioner/Centre for Human Rights organized the second workshop in Santiago de Chile from 30 June to 2 July 1997. The report of the Workshop (E/CN.4/1998/11 and Add.1-2) was submitted to the fifty-fourth session of the Commission on Human Rights which decided, in its resolution 1998/20, to establish an open-ended inter-sessional working group to elaborate and consider further proposals for the possible establishment of a permanent forum for indigenous people within the United Nations system.

28. The ad hoc working group on a permanent forum for indigenous people was held from 15 to 19 February 1999 and its report (E/CN.4/1999/83) submitted to the Commission on Human Rights at its fifty-fifth session. In its resolution 1999/52, the Commission decided to re-establish the open-ended inter-sessional ad hoc working group to meet for eight working days prior to its fifty-sixth session with a view to completing its task and submitting one or more concrete proposals. In the same resolution, the Commission on Human Rights urged the Working Group on Indigenous Populations to provide comments. Information under this item of the agenda is contained in document E/CN.4/Sub.2/AC.4/1999/3.

10. International Decade of the World's Indigenous People

29. The recommendation to proclaim an international decade of the world's indigenous people was made by the World Conference on Human Rights in the Vienna Declaration and Programme of Action (Part II, para. 32). The General Assembly, in its resolution 48/163 of 21 December 1993, proclaimed the International Decade of the World's Indigenous People, to commence on 10 December 1994, with the period 1 January to 9 December 1994 to be set aside for planning. The General Assembly invited indigenous organizations and other interested non-governmental organizations to consider contributions they could make to the success of the Decade, with a view to presenting them to the Working Group; decided to observe one day of every year as the International Day of Indigenous People and invited the Working Group to identify an

appropriate day for this purpose; and requested that the meeting to review the International Year also consider preparations for the Decade and report to the Working Group.

30. The Commission on Human Rights, in its resolution 1994/26 of 4 March 1994, invited the Working Group to propose an appropriate day of every year to be observed as the International Day of Indigenous People, following consultations with indigenous people; and requested the Working Group to identify possible projects and other activities in connection with the Decade and submit them, through the Sub-Commission, to the Commission on Human Rights at its fifty-first session. The suggestions and recommendations arising from the Technical Meeting on the International Year and Decade (20-22 July 1994) were submitted to the Working Group at its twelfth session.

31. At the twelfth session of the Working Group, it was recommended that the International Day of the World's Indigenous People be observed annually on 9 August. This recommendation was endorsed by the General Assembly in its resolution 49/214 of 23 December 1994. In the same resolution, the Assembly adopted a short-term programme of activities for the Decade and invited the Commission on Human Rights at its fifty-first session to adjust or supplement it as required. In its resolution 1995/28 of 3 March 1995, the Commission decided upon a final programme of activities for the Decade for the year 1995. The General Assembly, in its resolution 49/214, also recommended that a second technical meeting on the planning of the Decade be convened immediately prior to the thirteenth session of the Working Group.

32. At its fiftieth session, the General Assembly, in its resolution 50/157 of 21 December 1995, adopted the programme of activities for the International Decade of the World's Indigenous People contained in the annex to the resolution. The Commission on Human Rights, in its resolution 1996/39 of 19 April 1996, welcomed the decision of the General Assembly to adopt the programme of activities for the Decade; it also welcomed the establishment by the Coordinator of the Decade of an advisory body to provide guidance with regard to the projects and programmes financed from the Voluntary Fund for the International Decade of the World's Indigenous People. The recommendations of the last session of the advisory group are contained in document E/CN.4/Sub.2/AC.4/1999/4.

33. At its fifty-fifth session, the Commission on Human Rights in its resolution 1999/51 requested the High Commissioner for Human Rights in her capacity as Coordinator of the Decade to submit to the General Assembly at its fifty-fourth session a mid-term report reviewing the implementation of the programme of activities for the Decade, including identification of obstacles to the achievement of the goals of the Decade and recommendations for solutions. The Commission in the same resolution invited the Working Group to submit its views on the activities of the Decade to the High Commissioner.

34. In the above-mentioned resolution, the Commission also welcomed the invitation from the Government of Costa Rica to host a workshop for research and higher education institutions focusing on indigenous issues in education that had been recommended in its earlier resolution 1998/13. The workshop on higher education and indigenous peoples took place in Costa Rica from 28 June to 2 July and the report is available as document E/CN.4/Sub.2/AC.4/1999/5.

11. World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance

35. In its resolution 52/111, the General Assembly decided to convene a World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance to be held not later than 2001 and that the Commission on Human Rights would act as the preparatory committee. The Commission on Human Rights, in its resolution 1999/78, recommended to the Assembly that, if no offer was forthcoming, the World Conference be held in Geneva in 2001. The Commission also recommended that the World Conference and sessions of the preparatory committee be open, inter alia, to interested non-governmental organizations in accordance with Economic and Social Council resolution 1996/31. In this respect, members and participants of the Working Group may wish to consider ways for participating in the preparatory work for the World Conference.

12. Other matters

36. Under this item of the agenda, members of the Working Group consider a range of questions including meetings and seminars which have been held or are due to be held in the near future. In this connection, it may be noted that the twelfth session of the Board of Trustees of the Voluntary Fund for Indigenous Populations met from 12 to 14 April 1999 and agreed to recommend to the Secretary-General that travel grants be given to 62 indigenous delegates wishing to attend the Working Group and 14 indigenous delegates authorized to attend the working group of the Commission on Human Rights reviewing the draft United Nations declaration on the rights of indigenous peoples. Information relating to the Voluntary Fund is contained in document E/CN.4/Sub.2/AC.4/1999/6.

13. Adoption of the report of the Working Group

37. Under rule 37 of the rules of procedure, the Working Group is to report to the Sub-Commission on the work of its session. The report of the Working Group, which is prepared while the Sub-Commission is in session, will be contained in document E/CN.4/Sub.2/1999/19.

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Distr.
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Original: ENGLISH

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Working Group on Indigenous Populations
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Item 3 of the provisional agenda

ORGANIZATION OF WORK

Note by the secretariat

1. At its sixteenth session, the Working Group on Indigenous Populations welcomed the invitation by the Director-General of UNESCO to the Working Group to hold its seventeenth session at UNESCO headquarters in Paris. It decided not to take a final decision on the matter in view of the concerns expressed by a number of indigenous organizations. It recommended that indigenous delegations consult with their communities and inform the Working Group at its seventeenth session and the High Commissioner for Human Rights of their views. The Sub-Commission, in its resolution 1998/23, endorsed the decision of the Working Group.

2. As of 1 June 1999, the Office of the High Commissioner had received communications from 18 indigenous organizations and 2 non-governmental organizations. In the communications received, 15 indigenous organizations and 2 non-governmental organizations expressed their support for holding the seventeenth session of the Working Group in Paris and 3 indigenous organizations opposed that proposal.

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E/CN.4/Sub.2/AC.4/1999/3
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ENGLISH
Original: ENGLISH/RUSSIAN

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of Minorities
Working Group on Indigenous Populations
Seventeenth session
26-30 July 1999

CONSIDERATION OF THE REPORT OF THE AD HOC WORKING GROUP ON A PERMANENT FORUM FOR INDIGENOUS PEOPLE

Information received from indigenous organizations

1. In its resolution 1999/52, the Commission on Human Rights decided to re-establish the open-ended inter-sessional ad hoc working group to meet for eight working days prior to its fifty-sixth session with a view to submitting one or more proposals on the establishment of a permanent forum for indigenous people to the Commission at its next session in March/April 2000. The second session of the ad hoc working group is scheduled to meet in Geneva from 7 to 16 February 2000. In the same resolution, the Commission urged the Working Group on Indigenous Populations to consider the issue further and to comment on the report of the ad hoc working group (E/CN.4/1999/83) so that the views expressed could be circulated prior to the next session of the ad hoc working group.

2. The present document contains information relating to the proposed permanent forum for indigenous people received from an indigenous organization.

RUSSIAN ASSOCIATION OF INDIGENOUS PEOPLES OF THE NORTH (RAIPON)

[14 April 1999]
[Original: RUSSIAN]

Resolution of the coordinating council of the Association of Small Indigenous Peoples of the North, Siberia and Far East of the Russian Federation (RAIPON) on the establishment of a permanent forum for indigenous people in the United Nations system

Moscow, 19 March 1999

We, the plenipotentiary representatives of the small indigenous peoples of the North, Siberia and Far East of the Russian Federation, having met on 19 March 1999 in Moscow, Russian Federation,

Taking into account the results of the first session of the open-ended inter-sessional ad hoc working group established in accordance with resolution 1998/20 of the Commission on Human Rights dated 9 April 1998;

Highly appreciative of the results of five days' work by the working group at its first session and the personal contribution of its Chairman, Mr. Richard van Rijssen, thanks to whose efforts substantial progress was made on the question of a permanent forum for indigenous people in the United Nations system;

Welcoming the position adopted by many Governments in expressing unconditional support for the idea of the early establishment of a permanent forum for indigenous people;

Supporting the declarations made by indigenous peoples and the resolutions and statements of the United Nations concerning the establishment of a permanent forum for indigenous people in the United Nations system, including:

Article 1, paragraph 2, of the Charter of the United Nations, in which the Organization proclaims the development of friendly relations among nations based on respect for the principle of equal rights and self-determination, and the taking of other appropriate measures to strengthen universal peace, as being among its purposes;

The Vienna Declaration and Programme of Action adopted by the World Conference on Human Rights (A/CONF.157/23), which refers to the need to consider the establishment of a permanent forum for indigenous people in the United Nations system;

United Nations General Assembly resolution 50/157, in which the establishment of a permanent forum in the United Nations system is defined as one of the main objectives of the International Decade of the World's Indigenous People;

The Secretary-General's review of the existing mechanisms, procedures and programmes within the United Nations concerning indigenous peoples,

which contains the conclusion that in the United Nations system there are virtually no mechanisms which give indigenous peoples an opportunity to take part in the decision-making and that there are no regular exchanges of information between Governments, indigenous peoples and the United Nations system;

The reports of the first and second workshops on a permanent forum for indigenous people in the United Nations system held in Copenhagen, Denmark (E/CN.4/Sub.2/AC.4/1995/7) and Santiago, Chile (E/CN.4/1998/11);

The declarations by the international conferences of indigenous peoples on a permanent forum in the United Nations system held at Temuco, Chile (cf. E/CN.4/1998/11/Add.1), Kuna-Yala, Panama (cf. E/CN.4/1998/11/Add.3) and Indore, India, and by the Conference of Indigenous Peoples of the Arctic Region held at Geneva, Switzerland (cf. E/CN.4/AC.47/1999/4), and the decisions and resolutions of organizations of indigenous peoples aimed at the establishment of a permanent forum;

call for the early establishment of a permanent forum for indigenous peoples in the United Nations system.

Mandate

The permanent forum's mandate should guarantee it full powers to give effective consideration to the entire range of issues covered by the mandate of the Economic and Social Council in relation to indigenous peoples.

Besides coordinating activities relating to indigenous peoples in the United Nations system, providing methodological and advisory assistance to States, specialized agencies and other interested parties, drafting recommendations on issues affecting indigenous peoples and disseminating information on indigenous peoples, the permanent forum should, in RAIPON's view, have the right to adopt decisions and take steps aimed at the protection of the rights of indigenous peoples, including steps towards the settlement of disputes affecting indigenous peoples.

The permanent forum should have the right, where necessary, to turn to experts and ad hoc working groups in specific areas, and to establish such working groups.

Status

The permanent forum should be established as an independent functional commission of the Economic and Social Council.

Membership and participants

The permanent forum should have at least 20 members appointed by the Economic and Social Council, including equal numbers of representatives of indigenous peoples and of Member States of the United Nations, all members having full voting rights and serving on an equal footing.

Indigenous peoples should be represented in the permanent forum with due regard for the principle of balanced geographical distribution, which differs substantially from the principle of division into five geopolitical regions adopted in the United Nations. RAIPON considers that the principle of representation of the main language groups of indigenous peoples (Spanish, English, French, Russian, Arabic and others) must be maintained in the permanent forum.

The members of the permanent forum representing indigenous peoples should be elected by the indigenous peoples themselves at conferences and forums in the respective regions, after which their candidatures should be submitted to the Economic and Social Council. Indigenous peoples should have the right to rotate their representatives after the expiry of their mandates and on other objective grounds.

Indigenous peoples and their organizations, Member States of the United Nations, specialized agencies of the United Nations, experts and intergovernmental and non-governmental organizations may participate in the work of the permanent forum as observers without any restrictions whatever.

Headquarters

The Office of the High Commissioner for Human Rights at Geneva.

(Many specialized agencies and United Nations departments are based in Geneva; travel costs for indigenous peoples of the Russian Federation would be lower.)

Term of office of members of the permanent forum

Four years with the possibility of reappointment for a further term.

Finance

The permanent forum and any subsidiary bodies it may create should be financed out of the regular budget of the United Nations.

Secretariat

A new secretariat should be set up for the permanent forum. It should be financed out of the regular budget of the United Nations. The secretariat should be headed and staffed by qualified representatives of indigenous peoples.

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UNITED
NATIONS

E

Economic and Social
Council

Distr.
GENERAL

E/CN.4/Sub.2/AC.4/1999/4
24 June 1999

Original: ENGLISH

COMMISSION ON HUMAN RIGHTS
Sub-Commission on Prevention of
Discrimination and Protection
of Minorities
Working Group on Indigenous
Populations
Seventeenth session
26-30 July 1999
Item 10 (a) of the provisional agenda

INTERNATIONAL DECADE OF THE WORLD'S INDIGENOUS PEOPLE: VOLUNTARY FUND FOR THE INTERNATIONAL DECADE OF THE WORLD'S INDIGENOUS PEOPLE AND REPORT OF THE ADVISORY GROUP

Note by the secretariat

The present note contains the report of the Advisory Group of the United Nations Voluntary Fund for the International Decade of the World's Indigenous People on its fourth session, held in Geneva from 15 to 16 April 1999, including its recommendations for grants from the Voluntary Fund which have been approved by the Coordinator of the Decade, the United Nations High Commissioner for Human Rights.

GE.99-13787 (E)

REPORT OF THE ADVISORY GROUP OF THE UNITED NATIONS VOLUNTARY FUND FOR THE INTERNATIONAL DECADE OF THE WORLD'S INDIGENOUS PEOPLE ON ITS FOURTH SESSION AND RECOMMENDATIONS FOR GRANTS APPROVED ON 8 JUNE 1999 BY THE COORDINATOR OF THE DECADE, THE UNITED NATIONS HIGH COMMISSIONER FOR HUMAN RIGHTS, ON BEHALF OF THE SECRETARY-GENERAL

Introduction

1. The Voluntary Fund for the International Decade of the World's Indigenous People was established pursuant to General Assembly resolutions 48/163 of 21 December 1993, 49/214 of 23 December 1994 and 50/157 of 21 December 1995, all of which concern the International Decade of the World's Indigenous People. In accordance with resolution 48/163, the Secretary-General was requested to establish a voluntary fund for the Decade and was authorized "to accept and administer voluntary contributions from Governments, intergovernmental and non-governmental organizations and other private institutions and individuals for the purpose of funding projects and programmes during the Decade".

2. In accordance with paragraph 24 of the programme of activities for the Decade (General Assembly resolution 50/157 annex), one of the tasks of the Coordinator of the Decade, the United Nations High Commissioner for Human Rights, is to "encourage the development of projects and programmes, in collaboration with Governments and taking into account the views of indigenous people and the appropriate United Nations agencies, for support by the Voluntary Fund for the Decade".

3. In accordance with paragraph 23 of the programme of activities, the Advisory Group was created in April 1996 to assist the Coordinator of the Voluntary Fund.

4. The Advisory Group is composed of Ms. Erica I. Daes, Chairperson of the Working Group on Indigenous Populations; Mr. Michael Dodson (Chairperson-Rapporteur of the Advisory Group); Ms. Naomi N. Kipuri (recently appointed by the Secretary-General); Mr. José Carlos Morales Morales (recently appointed by the Secretary-General); Ms. Tove S. Petersen and Ms. Victoria Tauli-Corpuz, members of the Board of Trustees of the Voluntary Fund for Indigenous Populations; and Mr. José Luís Goméz del Prado (recently appointed by the Coordinator of the Decade).

I. FOURTH SESSION OF THE ADVISORY GROUP

5. The fourth session of the Advisory Group was held at the United Nations Office at Geneva from 15 to 16 April 1999. At its 1st meeting, the Advisory Group adopted its agenda, timetable and work programme. The Advisory Group held four private meetings. The Group also met for one hour with interested donors.

6. The Deputy High Commissioner for Human Rights, Mr. Bertie G. Ramcharan, made a statement at the 1st meeting.

7. The Group was informed that, on the basis of the recommendations made at the inter-sessional meeting on the Fellowship Programme held on 3 December 1998, funds were available to allow the Office of the High Commissioner for Human Rights (OHCHR) to implement the relevant part of the Cost Plan for 1999 and that the 1999 Fellowship Programme could be implemented without delay. The list of contributions received and available for allocation by the Group at its fourth session is contained in annex I.

8. The Group was also informed that the seminar in Costa Rica could also be organized, as recommended by the Group in 1998.

9. Unfortunately, the Group could not meet for more than two days during the session because of the limited resources available.

10. As an insufficient amount of new contributions had been received, other activities to be implemented in 1999 within the framework of the Decade, including grants to projects proposed by indigenous organizations and communities and subregional seminars and workshops, had to be postponed until pledges made and new contributions were paid. As soon as sufficient funds were available the recommended order of priority for expenditure is the following: project grants (contingency lists I and II, see paras. 22-23 below); seminars (Atlanta, see para. 28 below; African subregional seminars, see para. 29 below).

11. The Group noted with satisfaction that most of the recommendations adopted at its third session in April 1998 had been implemented, in particular those concerning project grants.

12. The four Fellows who participated in the 1998 Indigenous Fellowship Programme met with some members of the Group, who were pleased with the selection made and implementation of the Programme.

13. The Group noted with satisfaction that the work on the United Nations Guide for Indigenous Peoples was continuing. The members have been requested to submit their comments on the draft to the Indigenous Project Team at OHCHR by the end of May.

14. The Group was informed by the Indigenous Project Team about developments concerning the organization of the workshop for research and higher education institutions focusing on indigenous issues in education, as requested by the Commission on Human Rights in its resolution 1997/32. The workshop, to be held in 1999 in Costa Rica, is expected to cost about US$ 60,000 (see also para. 8 above).

15. The Group briefly reviewed the situation of narrative and financial reports on the use of 12 grants recommended in 1997 and 13 grants recommended in 1998 for projects for indigenous organizations and communities. The Group will continue to review the reporting on previous grants at its next session on the basis of the financial and narrative reports received.

II. PROGRAMMES UNDER THE INTERNATIONAL DECADE FOR 1999

A. OHCHR Indigenous Fellowship Programme

16. The Group approved recommendations made by four of its members who attended its inter-sessional meeting held in Geneva in December 1998 concerning the selection of four indigenous Fellows to participate in the OHCHR Indigenous Fellowship Programme in 1999 (see also para. 7 above).

17. The Advisory Group recommended that the deadline for the receipt of new applications to participate in the Indigenous Fellowship Programme in 2000 be strictly observed and that this be stressed to applicants.

18. As far as the selection of externally funded Fellows was concerned, the Advisory Group reaffirmed that the applicants should meet the criteria for selection and that they should go through the normal selection procedure established for the OHCHR Indigenous Fellowship Programme. Externally funded candidates were encouraged to apply by the deadline. However, taking into account the existing fund-raising difficulties, the Advisory Group indicated its willingness to also consider applications from externally funded candidates submitted before its annual meeting, if necessary.

19. The Advisory Group recalled its previous guideline according to which the number of externally funded Fellows should not exceed the number of Fellows funded by the United Nations Voluntary Fund.

20. The Advisory Group recommended that the OHCHR Indigenous Fellowship Programme should be funded under the regular budget for Advisory Services of OHCHR.

21. The Group recommended that, immediately before or after the October 1999 session of the Commission on Human Rights working group on the "Draft United Nations declaration on the rights of indigenous peoples", the Chairperson and at least two other members of the Group, if in Geneva, should briefly meet in inter-sessional meeting, in order to consider new applications for the OHCHR Indigenous Fellowship Programme for the year 2000, provided that enough money is left in the Fund to cover the costs of daily subsistence allowance (DSA).

B. Project grants to indigenous communities and organizations for 1999

22. Should new contributions be received, projects should be considered as a priority for expenditure.

23. The Group recommended that, subject to the availability of funds, the project grants recommended in the first contingency list should be awarded according to the order of priority proposed by the Group, for a maximum total of about US$ 150,000. The Group also recommended a second list of projects which could also be funded (see annex II).

24. The Group examined 94 applications for project grants received before the deadline and falling within the mandate of the Fund in the light of the criteria for selection and the guidelines established by the Advisory Group, including that the beneficiaries must be indigenous peoples and that the projects must be from indigenous peoples' organizations approved by the Secretary-General.

25. Following a previous recommendation, the secretariat did not submit for consideration by the Group 30 other applications received which were clearly outside the mandate of the Fund.

26. The secretariat of the Fund will reply to all applicants and suggest to the unsuccessful applicants that, for the projects which have not been approved because they were outside the mandate of the Fund, they contact another United Nations organization, if relevant, or a bilateral agency working in their country.

27. In order to facilitate the work of its secretariat, the Group recommended that the application form be sent to possible applicants and returned duly filled on the basis of all criteria and guidelines adopted by the Group. The secretariat will indicate 1 October 1999 as the deadline for receipt of new applications.

C. Meetings

28. The Group strongly supported the organization of the second workshop for indigenous journalists in Atlanta, United States of America, should sufficient funding be made available, in cooperation with the Carter Center, and suggested that the expenditures to be funded by the Fund be scaled down.

29. The Group strongly supported the organization of subregional seminars in Africa, however it proposed to postpone consideration of two subregional seminars in Mali and South Africa until sufficient new contributions are received and the Group is persuaded that the applicants for grants to attend the seminars are indigenous representatives.

III. FUND RAISING

30. During the fourth session the Group met with representatives of interested and donor Governments, including those of Canada, Denmark, Estonia, Greece, Norway, Paraguay and the Russian Federation. The Chairman and the other members of the Group expressed their gratitude for the donors' generous contributions and recommended a sustained effort and, if possible, an increase in the contributions. The Group encouraged even symbolic contributions as an expression of interest in funding projects and programmes during the International Decade of the World's Indigenous People.

31. The Group expressed its appreciation to the Government of the Netherlands for the support given to the OHCHR Indigenous Fellowship Programme by financially supporting a Junior Professional Officer to act as coordinator of the Programme within the Indigenous Project Team. It also expressed its appreciation to the Government of Norway for financially supporting the former JPO coordinator and to the coordinator for his efficient work in this capacity

in 1997-1998. The Group further expressed its appreciation to the Government of France for having contributed in 1998 towards the cost of a consultant, Ms. Annick Thebia-Melsan, to provide expertise on higher education and indigenous identity and values.

32. The members of the Group recommended to the High Commissioner to send an urgent letter of appeal to donors for additional contributions to be paid, as soon as possible, in order to allow the Fund to finance activities, projects and programmes, within its mandate, in particular those approved in the Cost Plan for 1999.

Annex I

VOLUNTARY FUND FOR THE INTERNATIONAL DECADE
OF THE WORLD'S INDIGENOUS PEOPLE

Account IV

I. CONTRIBUTIONS AVAILABLE FOR THE FOURTH SESSION
OF THE ADVISORY GROUP

As at 6 April 1999

Country	Amount (US$)	Acct.	Paid in NY/GE	Local currency	Paid on	Voucher No.
Cyprus	1 000	IV	GE		12 May 1998	84000060331
Estonia	1 000	IV	GE		21 Sept. 1998	84000062311
Greece	3 000	IV	GE		14 Apr. 1998	84000059930
Japan	37 000 a/	IV	NY		29 Jan. 1999	BO 44086
New Zealand	13 232	IV	GE		9 Nov. 1998	84000063029
Norway	63 906	IV	GE		23 Dec. 1998	84000063697

NGOs and individuals	Amount (US$)	Acct.	Paid in NY/GE	Local currency	Paid on	Voucher No.
Aboriginal and Torres Strait Islander Commission	5 839 a/	IV	GE	AUS$ 10 000	26 June 1998	84000061145
Intuition	50	IV	GE		1 May 1998	84000060187
Music,	150	IV	GE		7 Aug. 1998	84000061815
Inc.	50 a/	IV	GE		1 Aug. 1998	84000061991
DEA	50 a/	IV	GE		6 Oct. 1998	84000062542
Sequoia records	100	IV	GE		7 Jan. 1999	94000001244

GRAND TOTAL = US$ 125,377

II. PLEDGES RECEIVED

Country	Amount (US$)	Pledged in NY/GE	Local currency	Pledged on
Bolivia	1 000.00	NY		4-5 Nov. 1998
Denmark	153 000.00	GE		Nov. 1998
Greece b/	3 000.00	NY		4-5 Nov. 1998
Tunisia	951.47	NY		4-5 Nov. 1998
TOTAL	157 951.47			

Notes

a/ Contributions available for grants under the first contingency list.

b/ Official Receipt Voucher by the United Nations Treasurer established on 15 April 1999; contribution available for grants under the first contingency list.

Annex II

PROJECT GRANTS RECOMMENDED BY THE ADVISORY GROUP OF THE UNITED NATIONS VOLUNTARY FUND FOR THE INTERNATIONAL DECADE OF THE WORLD'S INDIGENOUS PEOPLE AT ITS FOURTH SESSION, IN ORDER OF PRIORITY
(in US$)

First contingency list

AFRICA	AMERICAS	ASIA	EUROPE	OCEANIA
1)10 000(P.10)*	2)15 000(P.42)	3)10 000(P.19)	4) 10 000(P.35)	5)10 000(P.92)
6)20 000(P.13)	7)5 000(P.52)	8)10 000(P.25)	9)1 000(P.68)	
10)10 000(P.14)	11)10 000(P.4)	12)10 000(P.41)		
13)10 000(P.39)	14)10 000(P.67)	15)10 000(P.63)		

TOTAL = US$ 151,000

Second contingency list

16)2,500(P.85)	17)7,300(P.37)	18)10,000(P.7)
19)10,000(P.72)	20)12,200(P.17)	
	21)10,000(P.48)	
	22)10,000(P.22)	
	23)15,400(P.5)	
	24)3,600(P.49)	

TOTAL = US$ 81,000

*** P = project No.**

Annex III

LIST OF PROJECT GRANTS APPROVED BY THE ADVISORY GROUP AT ITS FOURTH SESSION

Project No.	Country	Organization or community	Title/subject of project	Indigenous populations represented	Request (US$)	Decision on grant (US$)
4	Brazil	União das Nações Indigenas de Acre e Sul do Amazonas and Coordenação das Organizações Indigeans da Amazónia Brasileira	Human rights and communication between the indigenous populations in the Brazilian Amazon	Indigenous populations in the Brazilian Amazon	25 000	10 000 a/
5	Guatemala	Defensoria Maya	Participation of the Maya populations in the implementation of the peace treaties	Maya	79 815	15 400
7	Philippines	Apo Sandawa Lumadnong Panaghiusa sa Cotabato, Inc.	Consolidation and expansion of ASLPC as regional network of tribal organizations	Tribal communities	103 300	10 000
10	Rwanda	Première fondation de la nation (PFN)	Programme to promote participation of Batwa youth and women for their rights and development	Batwa	50 000	10 000
13	Nigeria	Niger Delta Environment and Relief Foundation (NIDEREF)	Vocational training programme for internally displaced indigenous women and youth in Ogoniland	Ogoni	29 678	20 000

Project No.	Country	Organization or community	Title/subject of project	Indigenous populations represented	Request (US$)	Decision on grant (US$)
14	Kenya	Information Network	Institution-capacity-building for indigenous information network	Indigenous peoples in the region	32 000	10 000
17	Peru	Comunidad Asháninka Marankiari Bajo	Establishment of a permanent conference of indigenous peoples of Rio Perene in the Province of Chanchamayo	Indigenous peoples of Rio Perene	50 000	12 200 b/
19	India	Indian Institute of Social Work	Human resource development of the Kui people through education, human and indigenous training	Kui people	48 636	10 000 c/
22	Chile	Consejo de Todas las Tierras	Training for Mapuche women in indigenous rights and the International Decade	Mapuche	26 976	10 000
25	India	Santal Welfare and Cultural Society	Socio-political empowerment of the indigenous tribes (Santals) of Litipara Block in Pakur district of Santal Parganas (Bihar) through traditional village councils	Santal, Adivasis	40 990	10 000

Project No.	Country	Organization or community	Title/subject of project	Indigenous populations represented	Request (US$)	Decision on grant (US$)
35	Russian Federation	Academy for the Promotion of the Development of Civic Culture and the Russian Association of Indigenous Peoples of the North (RAIPON)	Training course on education and training of primary and secondary school teachers in international human and indigenous rights standards	Indigenous peoples of regions of the North, Siberia and Far East	47 142	10 000
37	Peru	Federación de comunidades nativas fronterizas del Putumayo	Training for indigenous leaders	Bora, Huitoto, Ocaina, Maijuna, Cocama, Secoya, Ticuna and Quichua	9 500	7 300
39	Morocco	Association nouvelle pour la culture et les arts populaires-Tamaynut	Training and information on indigenous rights for indigenous peoples of North Africa	Amazighs	114 520	10 000
41	Nepal	Nepal Indigenous Peoples Development and Information Service Centre	Indigenous peoples' human rights education/ training programme	Kirati people	50 000	10 000
42	Colombia	Consejo Regional Indígena del Cauca	Building of strategies for the recognition and management of the inter-family problems in the indigenous communities	Paez, Guambia, Yanacona, Totoró, Guanaca, Coconuco, Pubenences	55 300	15 000 d/
48	Bolivia	Centro de Educación Campesina de Bases	Education and training in legal defence and human rights of indigenous populations in 2 provinces of the Altiplano boliviano	Indigenous communities and indigenous Ayllus in the Department of La Paz	35 815	10 000

Project No.	Country	Organization or community	Title/subject of project	Indigenous populations represented	Request (US$)	Decision on grant (US$)
49	Peru	Comisión jurídica para el autodesarrollo de los pueblos originarios andinos (CAPAJ)	Publication of the Boletín Andino	Aymara, Quechua	3 600	3 600
52	Guatemala	Saqb'e Mayab' Moloj	Publication of the children's newspaper Kukuy	Maya	1 442	5 000 e/
63	Philippines	Dinteg	Education campaign on human and indigenous rights in the Cordillera region	Indigenous peoples in the Cordillera region	43 000	10 000 f/
67	Mexico	Asamblea de Autoridades Zapotecas y Chinantecas de la Sierra	Communication and education for the development of the Zapoteca culture	Indigenous peoples in Oaxaca	30 000	10 000
68	Ukraine	Foundation for the Research and Support of the Indigenous Peoples of Crimea	Creation of an open-database website about the legal, political and cultural achievements and experiences of indigenous peoples all over the world	Indigenous peoples all over the world	5 510	1 000
72	Kenya	Organization for the Survival of Il-Laikipiak Indigenous Maasai Group Initiatives (OSILIGI)	Organization and capacity-building strategy for OSILIGI	Laikipia, Maasai	35 834	10 000 g/
85	Niger	Association nigérienne pour la défense des droits de l'homme	Capacity-building of the Association	Touarègue	14 719	2 500 h/

Project No.	Country	Organization or community	Title/subject of project	Indigenous populations represented	Request (US$)	Decision on grant (US$)
92	Australia	Department of Education and the Yuendumu School Council	Indigenous research into factors that improve vernacular and English-language literacy	Central Australian Aboriginal people	40 000	10 000

TOTAL PROJECT GRANTS = 24 TOTAL = US$ 232,000

Notes

a/ Pending verification by the secretariat that this grant would not duplicate with another grant received from another donor.

b/ The grant is only for the legal advocacy component of the project and for the organization of the "leadership meeting".

c/ The grant should be only used for the part of the project that concerns publications.

d/ The grant is for the organization of the workshops proposed.

e/ The grant is for the publication of one edition of the newspaper.

f/ The grant is to pay the education materials.

g/ Subject to satisfactory narrative and financial reports on the use of the previous grant.

h/ Pending information showing that the organization has experience in assisting indigenous populations (Touarègue).

Annex IV

THE UNITED NATIONS VOLUNTARY FUND FOR THE INTERNATIONAL DECADE OF THE WORLD'S INDIGENOUS PEOPLE

Guidelines for applications for grants concerning indigenous projects

Objectives of the Voluntary Fund

- To support the programme of activities adopted by the General Assembly in its resolution 50/157.

- To provide assistance to projects and programmes advancing the goal of the International Decade: international cooperation for the solution of problems faced by indigenous people in such areas as human rights, the environment, development, education, culture and health.

Who can apply

- Indigenous peoples, communities and organizations, non-governmental organizations and academic and other similar institutions; organizations should be non-profit-making.

- National committees for the Decade.

The organization submitting the project for funding should have the capacity to raise needed additional money from other sources.

Main project areas

1. The programme of activities and objectives of the Decade as well as the recommendations of the Vienna Declaration and Programme of Action as they relate to indigenous people.

2. Indigenous organizational structures and procedures and their strengthening through education, training, and institution and capacity-building, bearing in mind the need to respect their relevant traditions.

3. Education and training in human and indigenous rights.

4. Information about indigenous peoples and the International Decade.

5. Communications and exchanges between the Untied Nations system and indigenous peoples and between indigenous peoples.

6. Fund-raising initiatives in promoting the objectives of the Decade.

Criteria for selection

- Projects should be of direct benefit to indigenous people in all parts of the world.

- Projects should be prepared by or with full support from and in consultation with indigenous people.

- Projects will be considered taking gender balance into account.

- Particular consideration will be given to projects from underdeveloped areas in different regions.

- Projects will be approved in relevant areas including in particular those relating to the promotion, protection and implementation of human and indigenous rights.

Deadline and consideration of projects

- Projects should be sent to the secretariat of the Fund before 15 February, 1999.

- Complete applications must be filled out in English, French or Spanish.

- Applications for the Voluntary Fund will be considered at the annual session of the Advisory Group in April.

Contributions from the Voluntary Fund

Contributions from the Voluntary Fund will not exceed US$ 50,000.

UNITED
NATIONS

E

Economic and Social
Council

Distr.
GENERAL

E/CN.4/Sub.2/AC.4/1999/5
22 July 1999

ENGLISH
Original: SPANISH

COMMISSION ON HUMAN RIGHTS
Sub-Commission on Prevention of
Discrimination and Protection
of Minorities
Working Group on Indigenous Populations
Seventeenth session
26-30 July 1999
Provisional agenda item 10

INTERNATIONAL DECADE OF THE WORLD'S INDIGENOUS PEOPLES

Report on the Workshop on Higher Education and Indigenous Peoples
(Costa Rica, 28 June to 2 July 1999)

Chairperson/Rapporteur: Mr. José Carlos MORALES

Introduction

1. In its resolution 50/157 approving the programme of activities for the International Decade of the World's Indigenous People, the General Assembly identified as a major objective of the Decade the education of indigenous and non-indigenous societies concerning the situation, cultures, languages, rights and inspirations of indigenous people. In its resolution 1997/32, the Commission on Human Rights requested the High Commissioner for Human Rights to consider organizing a workshop for research and higher education institutions focusing on indigenous issues in education, to improve exchange of information between such institutions and to encourage future cooperation, in consultation with indigenous people and in collaboration with the United Nations Educational, Scientific and Cultural Organization and other relevant United Nations bodies. At its sixteenth session in July 1998, the Working Group on Indigenous Populations considered the issues of indigenous education and language as its main topics. In its resolution 1999/51, the Commission on Human Rights welcomed the invitation from the Government of Costa Rica to host a workshop for research and higher education institutions focusing on indigenous issues in education.

2. Under the terms of that resolution, the Office of the High Commissioner invited Governments, United Nations organizations and specialized agencies, indigenous peoples and research and higher education organizations and institutions to appoint experts to take part in the workshop.

3. The Workshop on Education and Indigenous Peoples was held at the "La Catalina" Convention Centre in San José, from 28 June to 2 July 1999. More than 70 experts attended the workshop. The list of participants is annexed to this report.

I. Organization of work

A. Programme

4. The workshop approved the following programme:

1. Election of officers.

2. Theme I: Indigenous peoples and higher education: needs, access, problems and solutions - a general exchange of views.

3. Theme II: The role of higher education in the training and development of skills in indigenous peoples - practical experiences.

4. Theme III: The role of research, higher education and training institutions in promoting the human rights of indigenous peoples.

5. Theme IV: International cooperation in research and higher education establishments - creating networks and exchanges and developing joint programmes.

6. Discussion of conclusions and recommendations.

7. Closure of the workshop.

B. Opening of the workshop

5. The workshop was opened by Mr. José Carlos Morales on behalf of the indigenous peoples of Costa Rica. Mr. Morales welcomed participants. He also said that the workshop's results and deliberations would be very beneficial to and would revolutionize higher education systems for indigenous peoples throughout the world. He stressed the importance of holding the workshop as a means of fulfilling one of the objectives of the International Decade of the World's Indigenous People. Lastly, he thanked the Office of the United Nations High Commissioner for Human Rights and the Ministry of Foreign Affairs and Religion of Costa Rica for supporting the holding of the workshop. He also thanked the Instituto de Enseñanza Radiofónica (ICR) for its technical support and the Netherlands Humanistic Institute for Cooperation with Developing Countries (HIVOS) for facilitating the participation of indigenous delegates from Costa Rica.

6. On behalf of the High Commissioner for Human Rights, Mr. Julián Burger thanked the indigenous peoples of Costa Rica for their greetings and thanked the Government of Costa Rica for hosting the workshop. He retraced some of the historical background for workshop participants, explaining that improvements in education were one of the targets of the International Decade. He introduced four main themes for the workshop and urged participants to take advantage of the opportunity to share their experiences with the meeting. He reminded those present that the workshop would be submitting a report to the Working Group on Indigenous Populations in July, which should contain practical and feasible recommendations.

7. On behalf of the Government of Costa Rica, Mrs. Elizabeth Odio Benito, President in Office, welcomed participants to San José. She said that Costa Rica had been particularly pleased to host the workshop with the cooperation of the Office of the High Commissioner for Human Rights. She said that the indigenous peoples on her continent had been marginalized and had suffered from the lack of any kind of opportunity; they had been destroyed and ignored. Even in the recent armed conflicts in Central America, indigenous peoples had been systematically persecuted and their annihilation had been sought as a policy objective. When the United Nations General Assembly had adopted the Universal Declaration of Human Rights in 1948, all peoples on earth had welcomed the Declaration as the paradigm of what should be respect for equal dignity and rights for all people. That Universal Declaration still lay at the heart of the philosophy and ethics which inspired democracies throughout the world. But it was no good overlooking the fact that the paradigm represented by the Universal Declaration left out and went on leaving out women and children, black men and women, and indigenous men and women. Referring to the draft Declaration on the Rights of Indigenous Peoples, she pointed out that women and children and black men and women had come a long way. They already had declarations establishing principles aimed at eliminating discrimination against them, followed by Conventions by which Governments are politically and legally bound to adopt administrative, legal and educational measures to eliminate such discrimination. In the case of indigenous peoples, however, the struggle is still on to achieve a draft declaration. Extending coverage of the Universal Declaration paradigm to all human beings in terms of equality, dignity and rights has been a slow process. She said that the workshop should be a milestone along that slow but unrelenting struggle, which many groups have been waging within the United Nations to achieve the necessary changes in mentalities and souls in order to raise indigenous peoples to the position they should hold in truly democratic societies. In all the years she had spent at the University of Costa Rica, in its Law Faculty and in all the different disciplines where she had given courses, she had never taught in any indigenous establishment and had never had any indigenous colleague of either gender. She confirmed finally that the recommendations would be extremely important for the Government of Costa Rica and for all the Governments that made up the United Nations.

II. Theme I - Indigenous peoples and higher education: needs, access, problems and solutions - a general exchange of views

8. The theme was introduced by Mrs. Myrna Cunningham, Dean of the University of the Autonomous Regions of the Nicaraguan Caribbean Coast

(URACCAN). This university has about 3,980 students from among the Miskito, Creole, Mestizo, Mayangana, Rama and Garifuna peoples. As a chiefly indigenous university, the URACCAN constitutes a pioneering experiment in terms of the new challenges of indigenous higher education in relation to the conservatism of the dominant university system.

9. After referring to the general background of financial stringency in Latin America, where higher education budgets had been drastically cut by between 30 and 60 per cent, depending on the countries, the speaker showed that this general background of economic crisis aggravated still further the obstacles that indigenous peoples had to overcome in order, on the basis of ethical, intellectual and technical ability, to develop their intellectual training establishments and strategies, while ensuring respect for the ethnic, cultural, gender and generational diversity of indigenous peoples, and facilitating the implementation of new educational paradigms combining ancestral knowledge with modern technical tools. The university's mission in that respect was to help strengthen the identity, independence and sustainable development of those peoples, through the training and professionalization of human resources. Referring to World Bank reports recognizing that eradicating poverty among indigenous peoples depended increasingly on effective access to education, training and higher education, she added that the development of compatibility and intercultural ties between indigenous and non-indigenous people were essential to the establishment of egalitarian intercultural relations, in conformity with the recommendations of the report "Learning: the Treasure Within" (the "Delors report") produced by the International Commission on Education for the Twenty-first Century of the United Nations Educational, Scientific and Cultural Organization (UNESCO).

10. To achieve its objective, URACCAN maintains close cooperation with several other establishments on the American continent, in Canada, the United States, Guatemala and Chile, and in Europe in Finland, the United Kingdom, Germany and Greenland. It aims to undertake research and developing programmes in order to heighten the self-esteem of indigenous communities and promote the acquisition of knowledge in the fields of sociology, linguistics, educational sciences, health, environmental management, traditional medicine and the fight against illiteracy, on the basis of participative and decentralized methodologies. State support, although insufficient, does facilitate access through study fellowships for indigenous people. Teacher training constitutes a special challenge, since the type of training provided for teachers by the dominant systems, which are opposed to the development of an indigenous university and try to prevent its creation, can exert a negative influence, opposed to the educational and cultural philosophy of any indigenous university.

11. That first presentation was followed by the speeches of Professor Siddharaj Solanki and Professor Georges Sioui. Professor Sioui, of the Canadian Institute of Indigenous Government, retraced the historical adventure of indigenous knowledge from its tragic contact with colonial thought up to the present situation on the eve of the third millennium. Starting from the philosophical dimension of Amerindian thought, he said that indigenous knowledge, rooted in the depths of the sacred circle of life, tends to be circular, as opposed to western thought, which is linear. Professor Sioui advocated that the teaching content of indigenous higher

education should reflect that circular vision in an effort to reconcile the two outlooks on life and as a means of humanizing globalization thanks to indigenous humanism.

12. Professor Solanki, of the Tribal Research and Training Institute (India), referred to the problem of the relation between the indigenous peoples of India, chiefly the Adivasi people, with a demographically significant population of millions of human beings, accounting for some 20 per cent of the total population, who in some States are completely marginalized, and the official educational system, all done in the Hindi language.

13. Mr. Love, of the Ministry of Maori Development Te Atiawa Tribe, representing the Maori people of New Zealand, explained how the Maori people, though making up only 10 per cent of the national population, accounted for 22 per cent of the country's school population, on account of its proportion of young people and its rate of demographic growth. The Maoris had already won the right to learn and practise their language and to control their own schools. He also said that the challenge was maintaining their traditions alive and preparing the new generation for full participation in global activities.

14. Workshop participants then gave many practical examples of the urgent need in many parts of the world to use higher education not in order to promote an elite but as the nerve centre of the indigenous educational system, starting from primary school and literacy teaching at the base, and rising through the requirements of secondary education at all levels of cultural and social development, making it the key to the development of values and democratic practices in their respective countries. In a world increasingly governed by the implacable economic laws of profit and the market, acquiring knowledge has become a requirement of survival.

15. Indigenous peoples have to overcome the effects of economic pressures in their higher education establishments, in order to attract indigenous youth, which was increasingly tempted to reject indigenous culture, and in order to ensure transmission of their culture through higher education, considering that historically education was the main instrument of the destruction and domination of indigenous civilizations.

16. Several participants criticized the influence of this contradictory historical role of education given in non-indigenous languages, which draws indigenous youths away from their culture and their people and attracts them to the market of the dominant society through the well-known process of the brain drain. In the words of a Kuna shaman: "If they go to school, they will be lost".

17. Mr. Willie Littlechild of Canada and some indigenous participants from Costa Rica commented on the legal framework that already exists in most countries that have ratified international conventions and whose legal systems contain laws and rules guaranteeing indigenous communities in theory the right to self-education. However, theory and practice are worlds apart and the sharp contradictions which still appear at all levels of the educational systems leave the indigenous peoples in particularly difficult dilemmas. How

can they reconcile the dominant paradigm, which is a factor of acculturation, alienation and discrimination, with the indigenous paradigm of transmission and production of their own specific knowledge?

18. The participants asked how indigenous wise men could be integrated, through alternative methodologies, to ensure that they would transmit both their traditional knowledge and their constant ability to produce new knowledge adapted to our time; many of them, mistrusting "school education" seen through the refracting prism of the dominant version of history, are reluctant to be once again exploited and discriminated against, at a time when their wisdom is more useful than ever, not only for indigenous communities, but for mankind in general.

19. How can political leaders, in the fragile democracies of many countries of Asia and Africa, where indigenous and endogenous identities constitute the majority, be persuaded to support educational systems that will put an end to historical oppression and secure the political, cultural, social and economic bases of a form of higher education respectful of the interests of different indigenous peoples, whether in the minority or in the majority? What type of curriculum should indigenous higher education offer? What should be done? Should one strengthen the dominant society even further, confirming its dominion over minds, especially those of young people, or would it not be better to promote the development of indigenous peoples, fostering their specific ability to produce new knowledge while respecting their spirituality and their privileged relations with Mother Earth?

II. Themes II and III - The role of higher education in in the training and development of skills in indigenous peoples - practical experiences and The role of research, higher education and training institutions in promoting the human rights of indigenous peoples

20. The presentations and discussions on these themes were animated. The choice of subjects was intended to encourage exchanges of views regarding existing teaching institutions and programmes and the range of different socio-economic situations on the basis of practical experiences. There was broad underlying agreement in substance with respect to the need for recognition of the human rights of indigenous peoples, on a day-to-day basis, in their community life and their contacts with non-indigenous societies.

21. Participants proposed changing the structure of the meeting by setting up four discussion groups on sub-themes as a means of helping all participants to express their views and to have a chance to discuss ideas and proposals in more detail, after which a combined presentation was given of the two themes, which were shown to be complementary.

22. An attempt was made in the ensuing discussion to arrive at a common analysis, taking into account the diversity of local situations and the political, economic, social and cultural obstacles faced by indigenous peoples on the five continents, of practical ways of promoting the development of higher education, aiming at sustainable development, the affirmation of

cultural identity and better recognition by the dominant society, for the benefit not only of indigenous peoples but of the whole international community.

23. From the discussions, a number of common ideas emerged, which were shared by all countries regardless of where they were. Participants were able to identify some essential criteria, on the basis of which they could examine existing situations and set out strategies in response to the major challenge, summarized in the following terms by Mr. Paulin Hountondji, Director of the African Centre for Advanced Studies of Porto Novo (Benin): "How is it possible against the general background of the post-colonial world, where the store of knowledge has so far been completely monopolized for the sole benefit of the West, to avoid being ideologically, scientifically and intellectually dependent on the accumulation of the knowledge of others? How can a way be found of reappropriating traditional indigenous knowledge by the production and transmission of new knowledge favouring the realization of the rights and communal progress of indigenous identities?"

24. It was agreed among participants that the answers to these questions should be sought pragmatically in a spirit of economic and political realism. Should the fact of creating or developing indigenous higher education also help to reshape the dominant system, whose historical claim to impose its own socio-economic and cultural models is undoubtedly undergoing a profound crisis, which is affecting indigenous and non-indigenous peoples alike and is opening up new challenges on the eve of the third millennium? How can research and higher education help to give indigenous civilizations back the dynamism of intellectual and aesthetic creativity, thus allowing them to reassume a driving role in the task of redefining the intellectual and cultural landscape of our time?

Indigenous higher education and the authorities

25. All the participants recognized that the emergence and development of indigenous higher education is a question of reconquering intellectual power. In this sense, as a result of a historic process which has so far been uninterruptedly discriminatory, the outcome would depend heavily on the ability to reshape the political framework.

26. Discussions focused on the negative legacy inherited by indigenous peoples as a result of historical events in recent centuries, which in most cases wreaked havoc on practically all aspects of their political, social and economic life. Following a policy which was a constant feature of the era of conquest and domination, the colonial powers used education systematically as an instrument for dissolving and destroying indigenous identities. Some participants drew attention to the fact that some differences in the approaches to intellectual and cultural "colonization" were still being felt and reflected the cultural identity of former colonial empires in the lives of indigenous peoples. These different colonial approaches, by introducing variations in the process of acculturation, have left clear traces in the cultural landscapes, reflecting notable differences between former French, Spanish, Portuguese, Dutch and British colonies. Latin colonizers took a paternalistic attitude to access to education based on the use of religious evangelization and linguistic assimilation. In the territories under

Anglo-Saxon colonization, on the other hand, the general practice was non-integration, so that indigenous peoples were cast out to the boundaries of the empire and left without Western education, although at the same time free to practice their own languages and their own cultural customs.

27. Generally speaking, throughout the colonial system, from the basic teaching of reading and writing in the dominant language in primary and secondary schooling, a selective, discriminatory approach erected insuperable barriers, which prevented the access of indigenous youths to higher education. A few indigenous individuals were granted the supreme benefit of higher education "conceded" by the colonial power, and these lucky few usually became culturally forever "white", the victims of the contempt in which the heritage of indigenous wisdom and science was held by the colonial power, resulting in structural damage to the individual's image of himself. In that historical situation, there were a few heroic cases of personal resistance handed down by oral tradition, which were mentioned by several participants from Latin America, like the case of Lautaro, a hero of the Inca empire, who was able to rival the colonial power by appropriating the art of horsemanship.

28. Indigenous graduates, assimilated by the dominant culture, still have a tendency to become objective agents of discrimination against their own people, thus acting as a vehicle of the loss of "self-esteem". They do not return to their community of origin, to which they do not give back what was invested in their education. That allows the dominant powers to "wash their hands" of the problem since very often the individuals concerned have received grants for their studies. Hence the difficulty with teacher training, a major concern of the whole system of transmission of knowledge. The higher education developed on the basis of the dominant culture with a view to destroying the ability of indigenous peoples to produce their own knowledge, merely reinforces the stereotypes that reduce indigenous knowledge to an irrational and archaic caricature.

29. Nevertheless, quite clearly the cultural and behavioural models which the participants considered as exogenous standards of economic development and social organization have now reached their limits. One of these limits is the resistance capacity of indigenous peoples gained through their identity and their culture. This resistance is particularly well illustrated in the case of Bolivia, which was reported by Mrs. Filomena Miranda Casas of the Foro Indígena. Despite their historic wounds, indigenous Bolivians often managed to maintain alive their language and their collective memory. These are chiefly transmitted and enriched by the Elders, the "wise men", holders of scientific knowledge and humanistic, aesthetic and cultural values, who continue to inspire the life of the community. Thanks to close contact with the environment and nature, original knowledge and cognitive practices have also been preserved, which now bear witness to the existence of a powerful indigenous source of cultural and scientific revival.

30. For all these reasons, the participants felt that the International Decade, and especially the workshop, were coming at a time that marked the end of the absolute domination of western "cognitive imperialism". The coincidence with the arrival of a new millennium acquires a symbolic value, which is all the more strategic in that the date, suggesting renewal, coincides with eras of new beginnings in some indigenous calendars. The Maya

culture, for example, in its holy writing, the Popol Vuh, quoted several times by Mr. Manuel Salazar of the Mayan University of Guatemala, has foretold that our times should open up a new era, a prediction appearing in other indigenous writings as well. This new dynamic is confirmed by the significant measures taken by indigenous peoples to set up higher education institutions, thus demonstrating their ability to organize and to launch innovative projects.

31. The national, regional and sometimes local authorities do not take account of indigenous needs in their planning and in their educational systems. Even in countries whose multi-ethnic corposition has been legally and constitutionally recognized, education policies are permeated by administrative centralism, which will not consider the indigenous factor as a source of difference deserving proper attention and adequate means.

32. In most cases, speakers noted that indigenous communities did not hold political power and continued to live in a situation of political domination within countries where the indigenous problem is not given priority, even though quite the opposite might at times be expected on quantitive grounds, in view of the numeric weight of indigenous populations, especially if they actually constitute a majority, as occurs in several countries of Latin America.

33. The positive political tendencies in some countries like Nicaragua, Canada, South Africa or New Zealand, show that the conquest of indigenous higher education is related to political factors and means that negotiating strategies are needed in order to ensure that higher education institutions are compatible with the dominant systems. National political leaders at all levels need to be persuaded to conceive, promote and implement in practice a new educational and paradigmatic framework. The new approach should enable national systems to take advantage of the inestimable wealth of knowledge held by indigenous communities, which needs to be systematized through research, recognized in curricula and pragmatically used for the sustainable development of peoples. The present situation is a crossroads reflecting modern politics and the new challenges facing indigenous peoples. It is a question now of putting into effect the potential of indigenous knowledge. Higher education and its ability to transmit and recreate knowledge has proven to be the best vehicle of renewal, an instrument of institutional empowerment both for the reconquest of control of indigenous knowledge and for the achievement of recognition by the other, non indigenous form of culture.

34. The concept of "governability" provides the means of acquiring intellectual independence; it conveys the strengthening of the collective awareness of duties and rights, and relates to historic events in respect of territorial occupation and the affirmation of civilizations. Mr. Carlos Brenes Castillo, an indigenous sociologist from Costa Rica, representing the United Nations Food and Agriculture Organization (FAO), highlighted the challenge of producing a type of organization of knowledge as an expression of the entire community, insofar as the latter becomes a producer of knowledge and not only a consumer of foreign science. It is a question of regenerating indigenous communities, building up a new intelligence for tomorrow.

Inventory of existing achievements

35. Following the discussions and the presentation of many types of experiences, with the launch of new projects and higher education establishments for indigenous peoples on the five continents, the workshop could draw up a preliminary inventory.

36. The existence and positive functioning of indigenous higher education establishments are now an irreversible reality. These practical experiences can serve as references and may be used as a basis on which to establish local, national, regional and global diagnoses.

37. The need to systematize the inventory and to update it was expressed by the FAO representative and approved by the participants, who considered that it would constitute an indispensable tool for facilitating cooperation between indigenous peoples and professionals. It was also recognized that, beyond geographic frontiers, in view of the similarity of many factors and the presence of shared features, experiments already conducted in different parts of the world could be adapted to different situations.

38. The activities of a few institutions and higher education programmes, such as the Polar Academy of St. Petersburg, in the Russian Federation, represented by its dean, Mrs. Azourguet A. Chaoukenbaeva, were considered particularly significant. The Academy, which was founded in 1993, has as its objective the training of a new generation of indigenous intellectuals, who will be able to develop their national culture and to work in the new economic and cultural conditions. In order to achieve this objective, the Polar Academy's approach is based on the concept of continuing education. This is the first higher education establishment in the Russian Federation which is dedicated to training indigenous peoples in State and municipal administration, finance, national economic management, management, commerce, philosophy, ethnology, ethnopolitics and foreign languages (English and French). The academic cycle lasts between two and four years. Participants particularly appreciated the information given about the way contracts were signed, either by the Academy or by the students themselves, with indigenous communities, in order to ensure that graduates, once they have completed their university and vocational training, will be employed in their home regions and will thus return to their communities.

39. For the contribution of Nicaragua's URACCAN on the subject, see paragraphs 8, 9 and 10 of this report.

40. The Chilean experiment with the creation of the Institute of Mapuche Studies at Temuco has focused particularly on socialization and on the recognition of the cultural and economic rights of the Mapuche people. It endeavours to deal with the consequences of the fragmentation of this people, which resisted colonial domination up to 1881 but has been the victim of a systematic policy of encroachment on rural areas following its recent loss of autonomy.

41. A number of representatives of Canada spoke of their own experiences in designing and establishing higher education institutions run by indigenous peoples, in particular the Indigenous Government Institute in Vancouver and

the Saskatchewan Indian Federated College. They also drew attention to the presence of indigenous programmes within national universities, such as the University of Manitoba. A number of participants in the seminar supported a proposal for the creation of an international university for indigenous peoples recognized by the United Nations.

42. The project for community education in human rights in Australia, presented by Mr. David Curtis of the Aboriginal and Torres Strait Islander Commission and Ms. Nerida Blair of the University of Newcastle, Australia, was set up in response to some experiences with discrimination and human rights violations. It is concerned with providing access to legal knowledge and compiling information on racism, helping to find creative local solutions that can be applied in the everyday life of communities. The project's programmes tackle the problem on several levels: determination of the facts, determination of legal responsibilities and requirements, and definition of an appropriate legal apparatus to incorporate traditional aboriginal law and to establish complementary links between community law and national and international law, so as to encourage the communities to be creative in the application of legal investigation to specific situations.

43. Alongside these specific cases, many participants presented original initiatives noteworthy for their modulated response to the diverse situations faced by the indigenous peoples of the North and the South, whether in the minority or the majority, who are increasingly aware of how important it is for them to develop higher education.

44. The review of these practical experiences with indigenous education over the last 10 years led participants to diagnoses showing the relationship between the aspirations of indigenous peoples and the contradictions produced by higher education within their communities. Particularly noteworthy among these contradictions was a recurrent new trend towards individualism, breaking with indigenous traditions, which are organically structured around the community and not the individual.

45. Unprecedented contradictions are also arising in the responses of indigenous peoples to the economic imperatives with which their societies, like all present-day societies, are faced for their material survival. It is a real challenge for them to devise an appropriate form of development that is inspired by their vision, or better still their cosmic vision, and produces holistic knowledge. The participants were in agreement that in all the cultures of their respective peoples and in the knowledge produced by indigenous civilizations in general, mankind is inseparable from nature. Likewise, there is no clear division between the theoretical and the practical, the individual and the collective, the rational and the irrational. This characteristic that lies at the root of indigenous thinking has not been affected by colonial attempts to eradicate the special practices that enabled indigenous peoples to preserve their own knowledge. Ms. Evelyn Dunuan of the Philippines referred to the legislation of November 1997, which, after a long legal and political battle, had resulted in special measures for indigenous education. She explained that the indigenous peoples have gained the right to set up their own schools and develop appropriate curricula. This holistic vision is adaptable to indigenous systems of economic survival and management,

which are capable of enriching the environment, and also to their ability to create artefacts and systems of aesthetic and philosophical codes.

46. All the participants recognized that the pressures of intellectual domination, aggravated for economic reasons, far from disappearing have increased in recent decades and that the indigenous peoples, even more than other communities that are discriminated against, exploited and marginalized, must devise clear-minded and realistic responses to the law of the market place and of profit in the prevailing climate of national and international neo-liberalism.

47. Economic realism requires the indigenous peoples to strike a fine balance between the urgent socio-economic need for executive and managerial staff, trained technicians and experts and a systematic acquisition of modern technologies on the one hand, and the need to investigate and analyse the traditions that express their cultural identity on the other. This would mean finding approaches of their own to the acquisition of knowledge in all the human sciences, literature, philosophy, metaphysics and the arts.

Strategies for strengthening and establishing institutions for indigenous higher education

48. Three approaches were defined by consensus:

(a) To systematize the knowledge that is available and is commonly imparted within the indigenous communities. This indigenous knowledge has never ceased to be produced, preserved and transmitted. The role of higher education is to identify it, formalize it, make it accessible and relevant to the current living conditions of the communities, and produce new methodological tools.

(b) To make indigenous higher education into a collective instrument for the benefit of the communities, responding to the economic need to strengthen indigenous communities and to create and implement their own solutions.

(c) To promote and protect indigenous intellectual property, seeking compatibility between the traditionally collective form of production and the dominant system based on private ownership.

Cardinal role of research in all disciplines

49. Research has a basic and crucial responsibility. It forms the bridge between the expression of the knowledge handed down by custom and tradition and the indigenous peoples' intellectual and scientific response to the challenges of today. Knowledge that is attained through practice strengthened by research will express endogenous realities, preserving the integrity of the specific cultures. Some participants referred to the danger of intellectual self-imprisonment and the need for permanent critical reappropriation in indigenous thinking, as a prerequisite for any attempt at intellectual renewal. The creation of a new epistemological framework must be based

simultaneously on a deeper study of indigenous culture and on the will to produce knowledge that is equal to and compatible with that of the dominant system and worthy of its respect.

50. The participants stressed that interculturality should be developed by means of functional, complementary bilingualism, without which it is impossible to enter into a symmetrical dialogue between indigenous identity and the national culture. In some countries the stating of this basic need has already met with methodological responses involving the development of intercultural bilingual education, as yet regarded as a pilot project. The participant of Brazil, Mrs. María de Lourdes Elías, who belongs to the Terena people of Mato Grosso do Sul and spoke in her own language, Terena, proclaimed the imperative need to recognize the indigenous languages. She explained how the absence of State support in Brazil creates difficulties for education in indigenous languages and places young indigenous people at a disadvantage: they are not taught to read and write in their own languages, and are unable to follow the primary and secondary curricula on account of the barrier of the Portuguese language, which is imposed in spite of the federal laws that theoretically guarantee and recognize the indigenous languages.

51. For all the participants, the wise people and elders form the roots and the trunk of the tree of indigenous knowledge. Their role is crucial in all education from the primary level onward, in the cross-disciplinary dimension and in the definition of alternative teaching. Their function is not only to transmit traditional knowledge, although this is the base of the entire pyramid of community knowledge that has been handed down for centuries by tradition, often oral tradition, but also to participate in the development of new knowledge. "When an elder dies, it is like a library being burned down", to quote the well-known words of the philosopher of the Fulani people, Amadou Hampaté Ba, which express not just the African vision but that of the whole range of indigenous peoples represented in the seminar.

52. Elders are of crucial importance in defining new paradigms, provided that new ways are found of involving them at the highest level in the design of new methodological and epistemological approaches, which express the indigenous world vision and will lead the dominant system to respect the unique capability of that vision to form the bridge between a living tradition and an indigenous modernity that has never ceased to produce knowledge. The wise people of the indigenous communities can help to recover indigenous learning as a whole in order to strengthen the self-esteem of the indigenous peoples within the consistency of their specific cognitive practices.

53. Economic realism must not take precedence over training in humanism and the acquisition of ethical and spiritual values. Speaker after speaker placed the issue of indigenous spirituality at the centre of the entire educational process, as the general framework of thought and of social and intellectual organization. Becoming educated does not just mean acquiring technical knowledge and being capable of carrying out occupational activities so as to obtain a skilled job and secure socio-economic advancement. This objective, necessary as it is, has already proved within the dominant educational system to be a destabilizing factor, because it strengthens materialism and a quantitative view of the world to the detriment of human values.

54. The predominance of individualistic objectives makes the obtaining of a diploma into an instrument of social competition, which may weaken the cohesiveness of the group. This excessive leaning towards materialism is largely responsible for the deep crisis afflicting the universities and higher education institutions of the dominant system, which, as many speakers stressed, are turning out "heads that are full with the wrong ideas" and professionals who only possess technical skills and fragmentary, specialized knowledge.

55. The participants affirmed that indigenous higher education must be structured around the transmission of integrated systems of holistic knowledge and must draw on the wellsprings of indigenous spirituality, which can enrich ethical and humanist values. Higher education should not only be realistic and pragmatic but should also reflect the spiritual richness of the indigenous cosmogonies and philosophies, which are inexhaustible sources of wisdom and of man's harmonious equilibrium on his land and among his people. According to the Popol Vuh, which has already been quoted earlier, "Every human being is my other self, aware of being immersed in the cosmos"; and "The raison d'être of your knowledge is the requirement that you pass it on to your community. In that way you will have room left in your brain to acquire other knowledge and become more closely linked to Mother Earth".

56. Indigenous spirituality and its integration into education were found to be a prerequisite for the social cohesion of the indigenous peoples and the strengthening of their identity and community integrity for the achievement of their human rights.

III. Theme IV. International cooperation in research and higher education establishments - creating networks and exchanges and developing joint programmes

57. This theme focused attention on the international dimension of building research and higher education establishments among the world's indigenous peoples. Thanks to the diverse geographical composition of the participants, who represented the five continents, it was possible to establish the foundations of international cooperation among existing initiatives in higher education, on the basis of practical experience, and in accordance with the diversity of the specific needs of the communities not only at local, regional and national level but also in their inter-regional and international dimension.

58. The basis for cooperation among higher education and research establishments is the principle of solidarity and interchange among social groups which, because of their similar experience of historical oppression and present-day discrimination, need to work closely together to strengthen their common capability for intellectual revival, taking advantage of all individual advances. Thus, structurally complementary cooperation among the existing initiatives needs to be developed and standardized as an organic component of the entire organization and planning process in respect of teaching and the curriculum.

59. Presentations given by representatives of United Nations specialized agencies, such as the World Bank, FAO, UNESCO, UNDP and ILO, were particularly

appreciated because they described the institutional and financial mechanisms available to the indigenous communities for the support of their initiatives.

60. Finally, the address by Mr. Pito Stewart Morales, teacher of the Bribri language at the Radio Teaching Institute of Costa Rica, aroused particular interest because of the use of radio as an alternative teaching tool. This method is being used in Costa Rica in experimental projects because it can reach the communities directly in their everyday lives, using their own language. Radio could be systematically used as a vector of communication and expression for all generations on the basis of applied decentralized methodologies.

61. Mr. Estabancio Castro, former holder of an indigenous fellowship of the Office of the United Nations High Commissioner for Human Rights, was invited to sum up the session from the young people's viewpoint. After giving an analytical summary of the discussions, he emphasized the responsibility of communities, whose principal aim must be to develop their own systems of education based on a critical view of their own needs.

IV. Conclusions and recommendations

62. The seminar adopted the following conclusions and recommendations:

PREAMBLE

The indigenous peoples have rich and diverse languages, heritages, cultures and knowledge, acquired through their relationships between themselves and their environments, which find expression in their various traditions, beliefs, customs and ceremonies.

The indigenous peoples have incorporated in their languages and cultures their own processes, protocols and practices for gaining access to their knowledge and transmitting and sharing it.

Indigenous knowledge contributes to global wisdom.

Higher education establishments should reject all forms of research that treat the indigenous peoples as objects and should strengthen skills, cultures, languages and economies in the communities.

The experts and delegates attending the seminar on research and higher education establishments and the indigenous peoples affirm their wish, intention and active endeavours to gain recognition and promote respect for indigenous knowledge, languages and cultures by means of formal and informal educational processes.

CONCLUSIONS

Access by indigenous peoples to higher education

1. The indigenous peoples have made progress within the United Nations system and in some States towards the recognition of their rights. In some countries the rights of the indigenous peoples, their autonomous institutions,

land and resources are better protected and these rights have been recognized constitutionally and by legislation. In the field of higher education, improvements have been made for the indigenous peoples through the provision of scholarships, hostels, culturally appropriate courses and other means. Education in general has been used as a means to enable the indigenous peoples to escape from the state of poverty in which many of them live. However, it was noted that the recognition of the political, economic, social and cultural rights of the indigenous peoples is a prerequisite for improvements in higher education.

3. In many parts of the world indigenous peoples are subjected to social, political and economic discrimination and inequalities that contribute to the destruction of their economies and cultures. Despite such experiences, the indigenous peoples have given rise to a wide variety of cultures, languages, knowledge and heritages and have become motivated to develop their potential to the full. Some of these inequalities have placed the indigenous peoples at a disadvantage. They include the lack of fellowships and other financial support, low self-esteem, a discouraging and alien cultural environment for indigenous peoples in the universities, the long distances between indigenous communities and higher education centres, the difficulties associated with teaching in a language other than that of the indigenous student, inadequate teaching at primary and secondary levels, and low success rates of indigenous peoples in secondary education. Some participants described the universities as large factories producing unemployed graduates.

Higher education establishments and their contribution to the development of indigenous peoples

3. The higher education establishments have not responded to the needs of indigenous peoples. Nor do they provide education on indigenous rights and human rights. Educational philosophies, curricula and processes do not reflect the views on education held by indigenous peoples. Indigenous perceptions of education include ideas of spirituality, respect for the elders and traditional knowledge, science and physical well-being.

4. The majority of universities and post-secondary educational establishments do not offer courses encouraging indigenous peoples to improve their social and economic conditions. Higher education has contributed to alienating indigenous persons from their own peoples, producing a "brain drain" from their communities. Present-day higher education is contributing to the breakdown of the community vision.

5. In institutions with a western approach, research on indigenous peoples is frequently conducted in an unethical manner, violating the indigenous right to exercise control over their heritage and to hold the copyright on their intellect and culture, in such a way that groups or individuals outside the indigenous community reap the benefit.

6. The indigenous peoples need a balance between indigenous knowledge and the knowledge and skills offered by non-indigenous educational establishments, so that they can take their place in the global economy and in a changing world.

7. Higher education establishments become enriched and balanced when they incorporate the indigenous heritage, knowledge and perspective into their curricula. This helps the higher education establishments to fulfil their educational mandate in a multicultural society. Such skills bring benefits for the indigenous communities, without the latter losing their cultural identity, and contribute to the overall development of societies.

Culturally appropriate indigenous models for higher education

8. Indigenous peoples have the right to oversee and develop their own higher education and research establishments and for these establishments to be recognized and financially supported by the State. The existing conventions on human rights and ILO Convention No. 169 recognize that Governments have the obligation to guarantee that these rights are realized.

9. The culturally appropriate models of indigenous education and training are characterized by community-based participatory approaches. The community and elders are vital for the conceptualization, development, implementation and review of educational programmes.

10. Pre-school, primary and secondary establishments run by indigenous peoples, together with the State and non-governmental establishments catering for this level of education, are vital for the development of successful alternatives for the higher education of indigenous peoples.

RECOMMENDATIONS

To the indigenous peoples

1. The indigenous peoples should identify and clarify their own research protocols and practices so that investigators can conduct inquiries and research in an appropriate and respectful manner.

2. The indigenous peoples should encourage the exchange of students, teachers and experience between their own higher education and research establishments.

3. Under the terms of indigenous laws and customs, these peoples should promote models of education by setting up their own institutions run by themselves and establishing their own programmes and courses at all levels within the conventional institutions.

4. The indigenous peoples should continue the active search for a decolonized process and outcome within all teaching establishments.

5. The indigenous peoples should bear in mind that their higher education projects must be of high quality, providing training for indigenous persons and peoples who are in possession of their culture and live in a constantly changing and developing world.

6. The indigenous peoples, in accordance with the principles and values of their cultures, should look upon the construction of their higher education as part of the effort to improve their own development and contribute to mankind.

To Governments

7. Governments should comply with the human rights conventions, ILO Convention No. 169 and national laws on the rights of indigenous peoples.

8. States should guarantee that young indigenous persons have the opportunity to study at all levels and in all disciplines and to work as qualified professionals in their communities.

9. States should recognize and establish mechanisms to ensure the enjoyment of all the human rights of indigenous peoples, in particular the rights related to the education, languages and cultures of indigenous peoples.

10. States should support the establishment of educational institutions run by indigenous peoples and should finance them adequately.

11. States should fully recognize and respect the existence of indigenous peoples.

12. States should support the preparation of curricula that are relevant to the realities of indigenous peoples and should allocate the technical and financial resources for the proper implementation of those curricula.

To the United Nations

13. The Organization should transmit the conclusions and recommendations of the seminar to the Special Rapporteur responsible for the right to education, with the request to ensure that her report fully reflects the indigenous experiences and the views of indigenous experts.

14. Within the present International Decade, the United Nations should consider sponsoring and supporting the establishment of an international indigenous university, which could take the form of a consortium of existing indigenous institutes of higher education and serve as a parent institution for new centres of indigenous higher education in the world.

15. The Office of the United Nations High Commissioner for Human Rights should consider holding annual workshops and seminars on matters related to the indigenous peoples and higher education. For example, it might arrange an annual meeting of indigenous peoples to review the progress made in implementing these recommendations. The participants in the seminar accepted the offer made by the Rector of the State Polar Academy in St. Petersburg to host a seminar on indigenous higher education establishments and the offer made by the Director of the African Centre for Advanced Studies to host an international seminar on indigenous knowledge in Porto Novo, Benin. The participants accepted the invitation from the Rector of URACCAN to take part in the regional meeting on higher education in Puerto Cabezas, Nicaragua, in October 1999.

16. The Office of the United Nations High Commissioner for Human Rights should, in collaboration with the indigenous peoples, compile a list of experts and institutions for indigenous higher education and research, which would be internationally available. This would facilitate cooperation.

17. UNESCO should hold a meeting of indigenous peoples in order to draw up a code of ethics for research.

18. UNESCO is urged to strengthen its institutional structures and programmes for promoting the cultures and languages of indigenous peoples. In conjunction with other organizations of the United Nations system, UNESCO should organize a world conference on the education, science and cultures of indigenous peoples.

19. The United Nations should establish a prize to be awarded annually in recognition of the efforts of indigenous peoples to develop their own educational institutions. It should set up a fund for the promotion and implementation of research - through inter-agency relations - to support a state-of-the-art study on indigenous education and indigenous knowledge.

To research and higher education establishments

20. Higher education establishments should eliminate discriminatory practices and policies from their admission procedures and deal with the practices that exclude indigenous cultures in the educational context.

21. Higher education establishments should guarantee that their departments or faculties of law include courses on indigenous rights and human rights.

22. Research and higher education establishments should enter into dialogue and negotiations with the indigenous peoples in order to draw up a code of ethics for research involving them. Research within indigenous communities should not take place without the full and informed consent of the indigenous peoples themselves.

23. Higher education establishments should ensure that their curricula, timetables and research represent a balance of the plurality of knowledge in all disciplines and for the benefit of indigenous peoples. Higher education establishments should include mechanisms for the full participation of indigenous peoples in their decision-making structures.

24. Higher education establishments which have indigenous students are urged to include courses related to indigenous knowledge and culture in their basic curricula and training.

25. When teachers and other professionals work in indigenous territories, indigenous peoples should be consulted on their training, selection and recruitment.

26. Higher education establishments are urged to facilitate access to their curricula for indigenous teachers and research workers.

Annex

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UNITED
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E

Economic and Social
Council

Distr.
GENERAL

E/CN.4/Sub.2/AC.4/1999/6
3 June 1999

Original: ENGLISH

COMMISSION ON HUMAN RIGHTS
Sub-Commission on Prevention of
Discrimination and Protection
of Minorities
Working Group on Indigenous
Populations
Seventeenth session
26-30 July 1999
Item 12 (c) of the provisional agenda

OTHER MATTERS: VOLUNTARY FUND FOR INDIGENOUS POPULATIONS

Note by the secretariat

The present note contains the recommendations adopted by the Board of Trustees of the United Nations Voluntary Fund for Indigenous Populations at its twelfth session, held in Geneva from 12 to 14 April 1999. These recommendations were approved by the High Commissioner for Human Rights on behalf of the Secretary-General on 22 April 1999.

GE.99-13613 (E)

Annex I

RECOMMENDATIONS ADOPTED BY THE BOARD OF TRUSTEES OF THE UNITED NATIONS VOLUNTARY FUND FOR INDIGENOUS POPULATIONS AT ITS TWELFTH SESSION

(Geneva, 12-16 April 1999)

1. At its twelfth session, held in Geneva from 12 to 16 April 1999, the Board of Trustees of the United Nations Voluntary Fund for Indigenous Populations examined, during six meetings, information prepared by the Office of the High Commissioner for Human Rights (OHCHR) concerning applications for new travel grants, the financial situation of the Fund, contributions paid by Governments, NGOs and individuals and the implementation by the secretariat of the Board and Fund of the recommendations agreed in 1998 and approved by the United Nations Secretariat.

Mandate of the Fund

2. Convinced that the establishment of a voluntary trust fund would constitute a significant development for the future promotion and protection of the human rights of indigenous populations, the General Assembly decided to establish the United Nations Voluntary Fund for Indigenous Populations by resolution 40/131 of 13 December 1985. The purpose of the Fund is to enable representatives of indigenous communities and organizations to participate in the deliberations of the Working Group on Indigenous Populations of the Sub-Commission on Prevention of Discrimination and Protection of Minorities by providing them with financial assistance. Funded by means of voluntary contributions from Governments, non-governmental organizations and other private or public entities,

3. The General Assembly broadened the mandate of the Fund by resolution 50/156 of 21 December 1995 by deciding that the Fund should also be used to assist representatives of indigenous communities and organizations to participate in the deliberations of the open-ended inter-sessional Working Group of the Commission on Human Rights established by the Commission in its resolution 1995/32, as endorsed by the Economic and Social Council in its decision 1995/281 of 25 July 1995.

4. The General Assembly further broadened the mandate of the Fund by resolution 52/111 of 9 December 1997 by deciding that the Fund should also be used to assist representatives of indigenous communities and organizations to participate in the deliberations of the open-ended inter-sessional working group of the Commission on Human Rights established by the Commission in its resolution 1995/32, as endorsed by the Economic and Social Council in its decision 1995/281 of 25 July 1995.

Board of Trustees

5. The Fund is administered in accordance with the Financial Regulations and Rules of the United Nations by the Secretary-General assisted by a Board of Trustees. The mandate of the Board is to advise the Secretary-General on

the administration of the Fund, through the Office of the High Commissioner for Human Rights. The Board is composed of five persons with relevant experience on issues affecting indigenous populations, who serve in their personal capacity. The Board members are appointed by the Secretary-General for a three-year term renewable in consultation with the current Chairman of the Sub-Commission on Prevention of Discrimination and Protection of Minorities. At least one member shall be a representative of a widely recognized organization of indigenous populations.

5. The five members who have been appointed by the Secretary-General, with due regard to equitable geographical distribution, are themselves indigenous people. Mr. Michael Dodson (Australia), Ms. Naomi N. Kipuri (Kenya), Mr. José Carlos Morales Morales (Costa Rica), Ms. Tove S. Petersen (Greenland/Denmark) and Ms. Victoria Tauli-Corpuz (Philippines) who serves as Board's Chairperson for the term.

Beneficiaries from the Fund

6. According to the General Assembly, the only beneficiaries of assistance from the Fund shall be representatives of indigenous populations organizations and communities:

(a) Who are so considered by the Board of Trustees;

(b) Who would not, in the opinion of the Board, be able to attend the sessions of the Working Groups without the assistance provided by the Fund;

(c) Who would be able to contribute to a deeper knowledge on the part of the Working Groups of the problems affecting indigenous populations and who would secure a broad geographical representation.

7. In addition, the Board has developed the following practice and guidelines:

(a) The Board encourages the former beneficiaries of the UNCHR Indigenous Fellowship Programme to apply for grants to represent their indigenous organization or community at sessions of the working groups by sending duly filled in application forms and meeting all the criteria for selection;

(b) The Board encourages indigenous organizations and communities to consider gender balance and, if possible, to present one female and one male candidate;

(c) The Board selects both representatives who have never participated in a session of a working group and representatives who have already participated and could develop specialized capacity and strengthen the core group of participants in a working group;

(d) The Board only considers a maximum of two applicants per organization;

(e) The Board does not consider indigenous applicants who do not provide a letter of support signed by an executive of their indigenous organization nor an applicant who is not an indigenous person himself/herself;

(f) Applicants are requested to submit application forms in one of the working languages of the Board's secretariat (English, French, Spanish). Exceptionally, at the twelfth session the Board considered five applications received in Russian.

Twelfth session of the Board of Trustees

9. The twelfth session of the Board of Trustees of the Voluntary Fund for Indigenous Populations was held at the Palais des Nations in Geneva from 12 to 14 April 1999. The Board held six private meetings.

10. The Board noted with satisfaction that all recommendations adopted at its eleventh session had been implemented (see the report of the Secretary-General to the General Assembly on the status of the United Nations Voluntary Fund for Indigenous Populations (A/53/282) and the report of the High Commissioner for Human Rights to the Commission on Human Rights on the implementation of the programme of activities for the International Decade of the World's Indigenous People (E/CN.4/1999/81)).

11. The Board considered at its twelfth session:

(a) 220 applications for grants to cover travel and per diem expenses for indigenous representatives to attend the seventeenth session of the Sub-Commission's Working Group on Indigenous Populations (WGIP) from 26 to 30 July 1999; and

(b) 20 applications for grants to cover travel and per diem expenses for indigenous representatives to attend the fifth session of the working group established by the Commission on Human Rights on the draft United Nations declaration on the rights of indigenous peoples (WGDD), in October 1999.

12. The Board noted with satisfaction the substantial increase in the number of applications received, as reflected in the following table:

1997		1998		1999	
WGIP	47	WGIP	72	WGIP	220
WGDD	5	WGDD	3	WGDD	20
Total	52	Total	75	Total	240

Recommendations for grants

13. After having examined the applications in light of the above-mentioned selection criteria, the Board recommended:

(a) Travel grants for 62 representatives of indigenous communities and organizations to allow them to attend the Working Group on Indigenous Populations, for a total amount of about US$ 192,640 (see annex II);

(b) Travel grants to allow 14 representatives to attend the working group on the draft United Nations declaration on the rights of indigenous peoples, for a total amount of about US$ 56,000 (see annex III);

(c) That sufficient funds be allocated for grants to up to 30 indigenous representatives to attend the second session of the working group on a permanent forum for Indigenous Peoples in February 2000, pending adoption of the relevant resolutions by the Commission on Human Rights and the Economic and Social Council; applicants must comply with the criteria adopted by the Board. Priority should be given to the 13 beneficiaries who participated in the first session of the working group in February 1999, provided that they are accredited by an authorized organization; application forms for the working group on a permanent forum should be sent to the organizations authorized by ECOSOC to participate in the sessions of the working groups of the Commission; the members of the Board who will be in Geneva in October 1999 will meet briefly to consider applications for the working group and adopt recommendations.

Fund-raising

14. The Board met with representatives of donor Governments. The members expressed their gratitude for the donors' generous contributions, recommended a sustained effort and, if possible, an increase in the contributions. The Board was encouraged by even symbolic contributions as an expression of interest in the participation of indigenous populations.

15. The Board members would appreciate very much if the High Commissioner for Human Rights would send a letter of appeal to donors for additional contributions to be paid by the end of this year, in order to allow the Board to increase further the number of grants and the representation of indigenous communities and organizations next year.

16. The Board recommended that the Bureau of the Commission on Human Rights at its next session in the year 2000 should invite the Chairperson or any other member of the Board who could be in Geneva during the session of the Commission to deliver a statement introducing the report on the Board's twelfth session, the implementation of the Board's recommendations and the needs of the Fund, and to make an appeal for new contributions.

Annex II

LIST OF BENEFICIARIES TO ATTEND THE SEVENTEENTH SESSION OF THE WORKING GROUP ON INDIGENOUS POPULATIONS
(26-30 July 1999)

Name of representative	Organization	Indigenous population represented	City/state/ province	Country	Continent	Application No.	Previous grants (year)	Daily Subsistence Allowance (DSA) (US$)	Travel (US$)
Saoudata Aboubacrine (f)	Association des Femmes Refugées de l'Azawadau Burkina Faso (AFRAB)	Tuareg	Ouagadougou	Burkina Faso	Africa	120	1997, 1998	735	1 900
Amina Zinoal (f)	Association Nouvelle de la Culture et des Arts Populaires (ANCAP-Tamaynut)	Amazigh (Berbère)	Rabat	Morocco		202	-	735	1 100
Mohammed Ikarbane (m)	Commission Amazigh Internationale pour le Developpement et les Droits de l'Homme (CAIDDH)		Tizi Ouzou	Algeria		71	1998	735	550
Mathambo Ngakaeaja (m)	Working Group of Indigenous Minorities in Southern Africa	San people	Ghanzi	Botswana		38	-	735	1 300
Mamia Rampadi (f)	First Peoples of the Kalahari	Kalahari				151	-	735	1 300
Daisud Tari Abkula (m)	Friends of Nomads International (FONI)	Boran pastoralists	Isiolo	Kenya		55	-	735	1 550
Stephen S. Ole Timoi (m) (1st priority)	Dupoto e MAA	Maasai pastoralists	Kajiado			142	-	735	1 550
Elizabeth Momoya Rikanna (f)	OSILIGI	Laikipia Maasai	Nanyuki			28	-	735	1 550
Emmanuel Manyach Lowot (m)	West Pokot Pastoralis Development	Pokot people	Kapenguria			39	-	735	1 550

Name of representative	Organization	Indigenous population represented	City/state/province	Country	Continent	Application No.	Previous grants (year)	Daily Subsistence Allowance (DSA) (US$)	Travel (US$)
Kananwi Wayi (m)	Program for Research and Development of Ogoni (PREDO)	Ogoni population	Surulere, Lagos	Nigeria	Africa	156		735	1 500
Ejojeya Ekienabor (m)	ESAN People Development Programme (EPDP)	Esan communities	Sabo, Yaba, Lagos			158		735	1 500
Kxao Moses Coma (m)	Working Group of Indigenous Minorities in Southern Africa (WIMSA)	The San (Bushman) of Southern Africa	Windhoek	Namibia		51	1998	735	750
Marthe Muhawenimana (f)	Association pour la promotion des Batwa (APB)/Femmes Masnabamdi	Batwa	Kigali	Rwanda		86		735	1 550
Richard Baallow (m)	The Hadza People of Tanzania	Hadza people	Mbulu	United Republic of Tanzania		103	1992	735	2 100
Augustino D. Maragu Diganyeka (m)	Kipoc Barabaig Programme	Baragaig	Arusha			98		735	2 100
Petrus Vaalbooi (m)	Southern Kalahari San Association	Khomani San People	Mier	South Africa		34	1998	735	900
Subtotal (16 applications/US$ 34 510)								11 760	22 750
Kalu Ram Khambu Rai (m)	Kirat Rai Language and Literary Council	Kirat Rai people	Jhapa	Nepal	Asia	136	1998	735	2 270
Krishna Kumar Rai (m)	Kirat Koyu Rais' Uplifting Association (KKRUA)	Koyu Rai community				4	1997	735	2 270
Bal Krishna Matuhang (m)	Nepal Federation of Nationalities	Indigenous peoples in the rural and remote areas	Kathmandu			222		735	2 270

Name of representative	Organization	Indigenous population represented	City/state/province	Country	Continent	Application No.	Previous grants (year)	Daily Subsistence Allowance (DSA) (US$)	Travel (US$)
Jeera Jebra Ram Muchahary (m)	Tribal Welfare Society Assam Branch	Bodo, Santals, Garo, Deori, etc.	Bijni	India	Asia	16		735	1 900
Chinnappan Sidha (m)	Rural Peoples Forum for Social Action	Malayali tribe	Tamil Nadu			143		735	1 900
Anil Manohar Marandi	Chotanaggpur Adivasi Seva Samiti (CASS)/Munda	Santhals, Mundas, etc.	Bihar			178		735	1 500
Bineet Jaynel Mundu (m)						181	1998	735	1 900
Moheet Naik (m)	Indian Institute of Social Work	Kui people	Orissa			199	1996	735	1 700
Kajol Pradhan (f)						200		735	1 700
Makay Davy Prasac (m)	Institute of Social Awareness	Dalits	Palivela			201	1993	735	1 700
Eduardo Solang (m)	Cordillera Peoples Alliance (CPA)	Igorot	Baguio City	Philippines		37		735	3 000
Jimid Mansayagan (m)	Lumad Mindanaw Peoples Federation (LMPF)	Matigsalug Manobo, Lambangian, Dulangan Manobo, teduray, Subanen, Aruman Menuvu, Mansaka, Mandaya, Bagobo, B'laan, T'boli, K'lagan, Kaulu, Higaunon and Agusanon Manobo	Davao City			175	1992	735	3 200

Name of representative	Organization	Indigenous population represented	City/state/province	Country	Continent	Application No.	Previous grants (year)	Daily Subsistence Allowance (DSA) (US$)	Travel (US$)
Waising Prue Marma (f)	Hill Woman's Federation	Chakma, Marma, Tripura, Murang, Lusai, Chak, Bawn, Tanchangya, Khumi, Khyang, Banjugi, Riyang	Dhaka	Bangladesh	Asia	118	-	735	2 450
Liton Born (m)	Chin Human Rights Organization	Chin indigenous people	Bandarban			42	-	735	2 450
Rupayan Dewan (m)	Parbattya Chattagram Jana Samhati Samiti (JSS)	Jumma people	Khagrachari Hill Tracts			81	-	735	2 450
Subtotal (15 applications/US$ 44 085)								11 025	33 060
Porfidio Flores Pérez (m)	Asociación Coordinadora de Comunidades Indígenas de El Salvador	Nahuat communities	Sansonate	El Salvador	Americas	149	-	735	2 800
Antonio Jacanamijoy (m)	Coordinadora de Org. Indígenas de la Cuenca Amazónica (COICA)	Represents 50 ethnic groups of the six departments of the Amazone Basin	Bogotá	Colombia		165	1999	735	2 700
Euclides Pereira (m) (Brazil)				Brazil		166	-	735	2 900
Ramsés Kajoeramari (m) (Sunname)			Paramaribo	Suriname		169	-	735	3 000
Gil Inoach Sawich (m) (Peru)			Lima	Peru		170	-	735	3 500
German Anturi (m) (Ecuador)			Quito	Ecuador		171	-	735	3 100
Nicolas Montero (m) (Bolivia)			Santa Cruz	Bolivia		173	-	735	3 700
Jose Poyo (m) (Venezuela)			Caracas	Venezuela		174	-	735	2 700

Name of representative	Organization	Indigenous population represented	City/state/ province	Country	Continent	Application No.	Previous grants (year)	Daily Subsistence Allowance (DSA) (US$)	Travel (US$)
Marco Matias Alonso (m)	Altepeti Nahauas, A.C.	35 different national communities	Guerrero	Mexico	Americas	139		735	3 200
Alvaro E. Vázquez Juárez (m)	Asamblea de Autoridades Zapotecas y Chinantecas de la Sierra (Azachis)	Part of Zapoteca and Chinanteco populations	Oaxaca			161		735	3 200
Estebancio Castro (m)	Movimiento de la Juventud Kuna (MJK)	Kuna	Panama	Panama		216		735	2 800
Concepción Catunta Castro (f)	Instituto Oheshawa Jujuymanta	Kolla, population of provincia de Jujuy	San Salvador de Jujuy	Argentina		130	1998	735	3 100
Andrea Flores Tonconi (f)	Organización de Murejes Aymaras del Kollasuyo	Aymaras	La Paz	Bolivia		217	1991, 1992, 1993, 1995, 1996	735	3 700
Marco Antonio Curuchich Mux (m)	Escuela Maya de Derechos Humanos IXIM CHE	Maya	Guatemala City	Guatemala		52	1993, 1994, 1995, 1996, 1998	735	2 800
Peter Persaud (m)	The Amerindian Action Movement of Guyana (TAAMOG)	Arawaks, Caribs, Waraus, Lokonos, Wapishana, Akaiwios, Makushi, Wai Wai, Patamonas and Arekunas	East Bank Demerara	Guyana		44		735	3 000
Fortunato Turpo Choquehuanca (m)	COUPITA	Quechuas, Aymaras	Arequipa	Peru		209	1991, 1992	735	3 800
Tarcila Rivera Zea (f)	Chirapaq/Centro de Culturas Indias	Quechuas (Willoq), Ashaninkas and indigenous population in Ayacucho	Lima			127	1992, 1993, 1998	735	3 500
Gladys Vásquez Poma (f)	Comunidad Aymara Ancomarca	Aymara	Tacna			19	1997	735	3 500

Name of representative	Organization	Indigenous population represented	City/state/province	Country	Continent	Application No.	Previous grants (year)	Daily Subsistence Allowance (DSA) (US$)	Travel (US$)
Victor Eduardo Alonqueo Boudón (m)	Asociación Comunal Mapuche de Nueva Imperial	Mapuche	Temuco	Chile	Americas	226		735	3 450
Tracy Lynn McHugh (f)	Siksika Disability Services	Siksika Nation	Alberta	Canada		148		735	3 100
Vernon Roote (m)	Union of Ontario Indians (Anishinabek)	First Nation	Ontario			91		735	2 700
Natalie Payette-Chevrier (f)						92		735	2 700
Antonio Gonzales (m)	International Indian Treaty Council (IITC)	Indigenous people from North, Central and South America and the Pacific	San Francisco	California		117	1993	735	1 800
Subtotal (23 applications/US$ 87 455)								16 905	70 550
Tracy Whare (f)	Ngatira Marae/Ngatira Lands Trust	Ngati Ahuru	Lichfield Putaruru	New Zealand	Oceania	180		735	2 500
Taki Anaru (m)	Maori Legal Service	Maori people	Wellington			113		735	2 500
Naomi Mayres (f)	The National Aboriginal Community Controlled Health Organizations (NACCHO)	Aboriginal people	Strawberry Hills	Australia		68	1996	735	2 500
Subtotal (3 applications/US$ 9 705)								2 205	7 500
René Monnerville (m)	Fédération des Organisations amérindiennes de Guyane (FOAG)	Kali'nas, Palikurs, Arawacks, Wayanas Wayapis and Emérillons	Yalimapi	French Guiana	Europe	198		735	4 150
Kayombya Jean Damascene (m)	Conseil des Indigènes résidents en Hollande ADBR/TWA	Batwa (Pygmies of Burundi)	Amsterdam	Netherlands		56		735	340

Name of representative	Organization	Indigenous population represented	City/state/ province	Country	Continent	Application No.	Previous grants (year)	Daily Subsistence Allowance (DSA) (US$)	Travel (US$)
Akuljakov Pavel (m)	Association of the Shoria People	Shoria people	Novokuznetsk	Russian Federation	Europe	333		735	3 560
Vladimir Nakajev (m)	Komitet Samoupravlenija	Teleut				332		735	3 560
Nadir Bekirov (m)	Majlis of Crimean Tatar People	Crimean Tatars	Crimea	Ukraine		191	1998, 1999	735	1 600
Subtotal (5 applications/US$ 16 885)								3 675	13 210
Total - 62 applications/US$ 192 640									

Annex III

LIST OF BENEFICIARIES TO ATTEND THE WORKING GROUP ON THE DRAFT UNITED NATIONS DECLARATION ON THE RIGHTS OF THE INDIGENOUS PEOPLES (October 1996)

Name of representative	Organization	Indigenous population represented	City/state/ province	Country	Continent	Application No.	Previous grants (year)	Daily Subsistence Allowance (DSA) (US$)	Travel (US$)
Jean Pierre Nzabandora (m)	Association pour le développement global des Batwa du Rwanda (ADBR)	Mutwa	Kigali	Rwanda	Africa	84		1 470	1 550
Hafsa Elkam (f)	Association nouvelle de la culture et des arts populaires (ANCAPT/Tamaynut)	Amazigh (Berbère)	Rabat	Morocco		115		1 470	1 100
Amina Zioual (f)						203		1 470	1 100
Daniel Ashini (m)	Innu Council of Natassinan*	Innu people	Labrador	Canada	Americas	228		1 470	2 750
Armand McKenzie (m)						229		1 470	2 750
Tomas Alarcon Eyzaguirre (m)	Comisión Jurídica para el Autodesarrollo de los Pueblos	Aymara	Tacna	Peru		17		1 470	3 500
Bineet Jaynel Mundu (m)	Chotanaggpur Adivasi Sewa Samiti (CASS)-Munda*	Santhals, Mundas, etc.	Bihar	India	Asia	230	1998	1 470	1 900
Jose Mencio Molintas (m)	Cordillera Peoples Alliance (CPA)	Igorot	Baguio City	Philippines		85	1994	1 470	3 000

Name of representative	Organization	Indigenous population represented	City/state/province	Country	Continent	Application No.	Previous grants (year)	Daily Subsistence Allowance (DSA) (US$)	Travel (US$)
Jimid Mansayagan (m)	Lumad Mindanaw Peoples Federation (LMPF)	Matigsalug Manobo; Lambangian; Dulangan Manobo; teduray; Subanen; Ariuman Menuvu; Mansaka; Mandaya; Bagobo; B'laan; T'boli; K'lagan; Kaulo; Higaunon and Agusanon Manobo	Davao City	Philippines	Asia	176	1992	1 470	3 200
Jocelyn Roger Therese (m)	Fédération des Organisations amérindiennes de Guyane (FOAG)	Kali'nas, Palikurs Arawacks, Wayanas, Wayapis and Emérillons	Yalimapo	French Guiana	Europe	193	1998	1 470	4 150
Jean Aubéric Charles (m)						193		1 470	4 150
Deebii Nwiado (m)	Movement of the survival of Ogoni People (MOSOP) c/o IWGIA	Ogoni	Copenhagn	Denmark		1		1 470	850
Nadir Bekirov (m)	Melps of Crimean Tatars People	Crimean Tatars	Crimea	Ukraine		192	1998, 1999	1 470	1 600
Michael Todishew (m)	Association of the Shona People	Shona people	Russian Federation	Noyokuznetsk		231	1998	1 470	3 560
Subtotal								20 580	35 160
Total - 14 applications/US$ 55 740									

* Upon confirmation of authorization.